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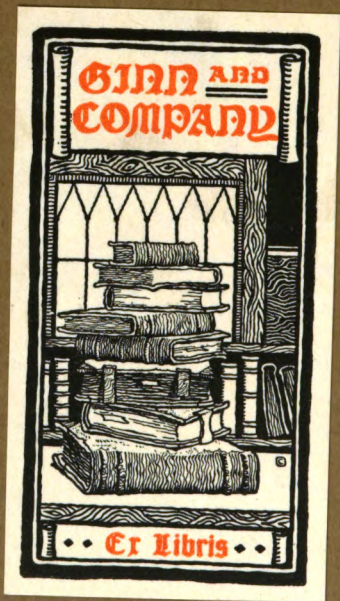
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FIRST LATIN

A LESSON A DAY FOR A YEAR

By

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PREFACE

Our main purpose in preparing this book is to secure for pupils the largest possible returns from the time and effort required during their first year's study of Latin. We are confident that the plans which we have presented will accomplish much in that direction.

Many of those who begin the study of Latin do not go beyond the first year. A large number of those who study Latin through the second year do not go any further with the subject. Some colleges require a minimum of two years in Latin for admission to certain courses. Then, many earnest young people wish to know something of Latin but are unable to devote more than two years to this study. One-year pupils commonly learn the forms and simple constructions, to which those who study the subject for two years add a reasonable familiarity with the translation and syntax of Caesar's Gallic wars.

In this book and its companion volume, *Second Latin*, we have endeavored to enlarge upon the service ordinarily rendered during these two years. We have presented something of the life, history, customs, and institutions of the Romans, in an elementary way indeed, but from this effort pupils will certainly be able to catch a glimpse of the meaning of the ancient world and of its value to our modern life. The close connection between our own language and that of the Romans and the great indebtedness of our literature to theirs are brought home with some force even to one-year and two-year pupils. These things have been done without interfering with the usual knowledge of forms and syntax. Pupils trained as we have indicated will have genuine and permanent returns from their

work if they go no further. When reasonable returns are made evident, pupils frequently are encouraged to continue a subject which otherwise might be dropped permanently.

These features do not make the book less valuable for those who are to continue their Latin for several years, but they furnish the best possible foundation for further study.

The purposes other than that mentioned will be evident to those who examine the book, or who use it in their classes.

Many kind friends have been very helpful to us and have contributed largely to the value of the book. We are under special obligation to Mrs. Harriet Cramer Williams, formerly Assistant in Latin in the Missouri State Normal School, Cape Girardeau. The excellence of the vocabulary is very largely due to her accurate and discriminating service.

We wish to thank Professor Calvin S. Brown, of the University of Mississippi, for permission to reproduce the selections which we have used from his excellent book "Latin Songs," published by G. P. Putnam's Sons.

Professor Charles E. Little, of the George Peabody College for Teachers, and Professor Herbert C. Tolman, of Vanderbilt University, read the proofs and made valuable suggestions. Professor R. B. Steele, of Vanderbilt University, placed the editors under very large obligations by his generous assistance with the proofs during the entire time that the book was going through the press. Several decided improvements are due to his helpful suggestions.

CHARLES UPSON CLARK
JOSIAH BETHEA GAME

August, 14, 1917.

CONTENTS

	PAGE
PREFACE	
A Word to Teachers	1
LESSON	
1. Introductory	5
2. The Letters and Their Sounds	8
3. Parts of Speech. Inflection	10
4. First Declension, Stems in -a-	12
5. First Declension, continued	13
6. First Declension, continued. Subject and Predicate Nominative	15
7. The Verb Sum, Indicative Present	17
8. Present Indicative Active of Laudo. Direct Object. Agreement of Verb	18
9. First Declension, continued	19
10. Review	20
11. First Declension, continued	22
12. Accent and Quantity	23
13. Imperfect and Future of Sum	24
14. Indirect Object. Relations of Place	26
15. General Rules of Gender	27
16. First Declension, continued	29
17. First Declension, continued	30
18. Perfect, Pluperfect, and Future Perfect of Sum	32
19. Review	33
20. Monthly Written Lesson	35
21. Second Declension, Stems in -o-	35
22. Second Declension. Agreement of Appositives	37
23. Genitive with Nouns. Possessive Genitive	39
24. Second Declension, continued	40
25. Imperfect and Future Active of Laudo	42
26. Declension of Adjectives	44
27. Second Declension, continued	46
28. Second Declension, continued	48
29. Second Declension, continued	50
30. Roman Names	51
31. Perfect, Pluperfect, and Future Perfect of Laudo	53
32. Review of Vocabularies	56
33. Review	58
34. Third Declension	59
35. Third Declension, continued	61
36. Third Declension, continued	62
37. Order of Words	64
38. Third Declension, I-Stems	66
39. Present, Imperfect and Future of Moneo	68
40. Third Declension Adjectives of Three Terminations. Means and Instrument. Cause	70
41. Adjectives of Two Terminations. Manner	72
42. Adjectives of One Termination	74
43. Third Declension, continued. Dative with Adjectives	76

LESSON	PAGE
44. Review of Third Declension	77
45. Fourth Declension, Stems in -u-	79
46. Fifth Declension, Stems in -e-	81
47. Review of Declensions	83
48. Review of Gender. Indeclinable and Defective Nouns	85
49. Verbs	88
50. Tense, Person, and Number	90
51. The Conjugations. Principal Parts. Present System	93
52. Perfect and Participial Systems	94
53. Personal Endings. Tense Signs	97
54. Present, Imperfect, and Future Indicative Passive of Laudo	99
55. Perfect, Pluperfect, and Future Perfect Indicative Passive of Laudo	102
56. Perfect, Pluperfect, and Future Perfect Indicative Active of Moneo. The Indicative Passive of Moneo	104
57. Second Conjugation, continued	107
58. Third Conjugation. Indicative Active and Passive of Rego. Ablative of Separation	108
59. Review	111
60. Written Lesson	112
61. Third Conjugation, continued. Relations of Time	113
62. Fourth Conjugation	115
63. Fourth Conjugation, continued. Ablative of Accompani- ment	117
64. The Four Conjugations. Review	119
65. The Four Conjugations. Review, continued	121
66. Verbs in -io- of the Third Conjugation	123
67. Pronouns	126
68. Reflexives and Possessives	128
69. Relative Pronouns	131
70. Demonstratives	133
71. The Demonstratives Hic and Ille	135
72. Interrogative and Indefinite Pronouns	137
73. Possessives and Adjectives with the Genitive in -ius-	139
74. Prepositions	141
75. Prepositions, continued	143
76. Comparison of Adjectives	146
77. Irregular Comparison	149
78. Declension of Comparatives	151
79. Numeral Adjectives	153
80. Numeral Adjectives, continued	155
81. Review	157
82. Participles	159
83. Passive Participles	161
84. Participles. The Ablative Absolute	163
85. Ablative Absolute, continued	165
86. The Infinitive	168
87. The Infinitive, continued	170
88. Indirect Statements	172
89. Deponents	175
90. Semi-deponents. Ablative with Utor	177
91. Review	178

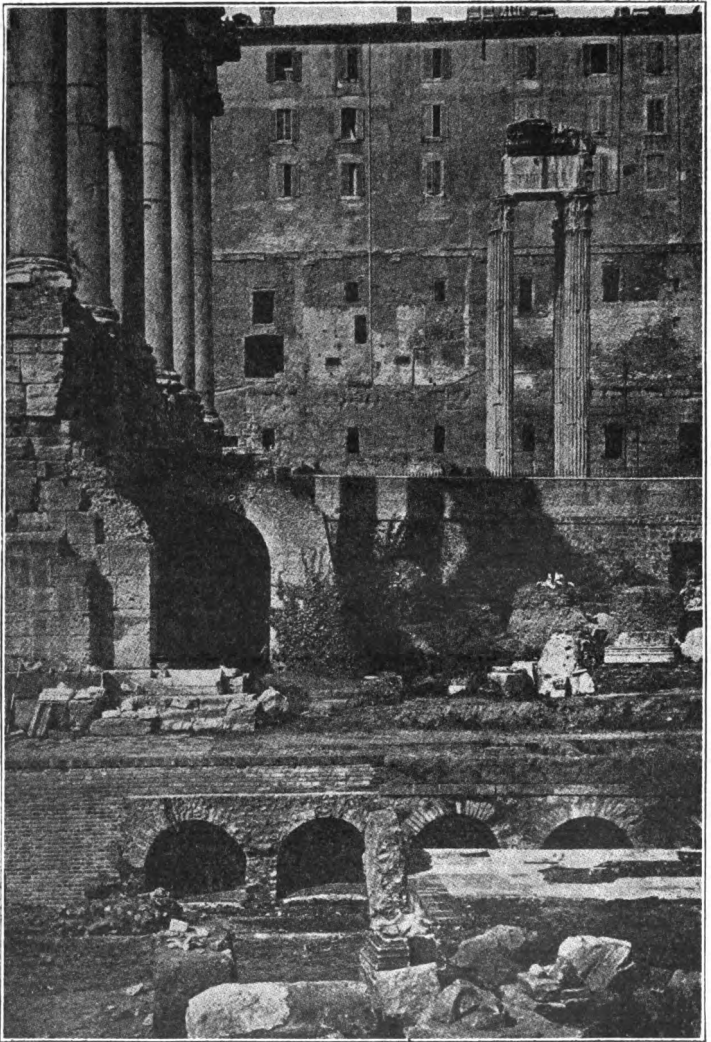
CONTENTS

VII

LESSON	PAGE
92. Particles	180
93. Formation and Comparison of Adverbs	183
94. Interrogative Particles	185
95. Irregular Verbs	188
96. Compound Verbs. Dative with Compounds	189
97. Irregular Verbs	191
98. Conjunctions	193
99. Conjunctions, continued	195
100. Review	196
101. The Imperative Mood	198
102. The Imperative, continued	200
103. The Subjunctive Mood	201
104. The Subjunctive Passive. Ablative of Specification	204
105. The Hortatory Subjunctive. Commands	206
106. The Optative Subjunctive	208
107. Sentences and Clauses	210
108. Value of Minor Clauses. Sequence of Tenses	213
109. Temporal Clauses	215
110. Review	218
111. Causal Clauses	219
112. Clauses of Purpose	220
113. Consecutive and Concessive Clauses	221
114. Conditional Clauses	223
115. Substantive Clauses	225
116. Subjunctive Clauses after Verbs of Asking	227
117. Infinitive Clauses. Indirect Discourse	229
118. Indirect Discourse, continued	231
119. Descriptive Clauses	233
120. Written Lesson or Examination	234
121-139. Reviews. Reading Lessons	235-266
140. Written Lesson or Examination	267
141-148. Reviews. Reading Lessons	269-281
149. Review	282
150. Written Lesson or Examination	283
151. A Drill in Forms: Scipio's Dream	283
152. A Drill in Forms: Scipio's Dream, continued	284
153. A Drill in Forms: Scipio's Dream, concluded	285
154. A Drill in Forms: Pope Gregory's Pun	286
155. A Drill in Forms: Pope Gregory's Pun, continued	287
156. A Drill in Forms: Mithradates a Linguist	287
157. A Drill in Forms: The Roman Power Crumbling	288
158. A Drill in Forms: The Roman Power Crumbling, concluded	289
159. A Drill in Forms: The British Noble on Human Life	290
160. Written Review or Examination	291

APPENDIX

I. The Model Verbs, Complete	292
II. Deponent Verbs	296
III. Irregular Verbs	298
IV. Map of Italy and Rome	306
V. Latin Songs	347
Vocabularies: Latin, 307; English, 338.	



APPROACH TO ROSTRA OF CAESAR'S ROMAN FORUM

A WORD TO TEACHERS

We offer you this text as our contribution to the cause of better Latin teaching. The plan of the book represents years of persistent experiment and investigation in the high school, the normal school, and the college. We have broken away from the type of text that has become traditional, and we wish to call your attention to the following features:

The number of lessons.—The school year generally consists of nine months of four weeks each, or 180 days. A text of this kind might well have 180 lessons, if provision be made for reviews. Since many high schools are in session only eight months, and some teachers prefer reading stories from the *Gradatim*, *Ora Maritima*, and similar books, during the last month, we have divided the year's work into 160 lessons. Many texts have only 75 lessons, an arrangement which appears wholly arbitrary in its origin, and thoroughly unreasonable in its application. Pupils can not complete these books in 75 recitations, and the authors do not expect them to do so. The lessons do not fall into even parts, or into rational divisions. Young teachers do not know whether they are going too fast or too slow, and even experienced teachers are always guessing and hoping to bring time and text together at the year's close. If the author can not divide up his material into workable assignments, it would be better to make no pretense of division at all.

We have planned for 160 lessons. If you finish these before the close of the year, you can review the entire

text during the last month, with great profit, especially if you stress forms. Fourteen lessons have been marked *optional*, mainly review lessons, which can be passed over, if your class is weak, or holidays break into your work.

A required and an optional part.—Where it seemed advisable, we have added an optional part to some of the lessons. Do not require this part prepared out of class. It will sometimes relieve the strain if you have the class read a proverb, or a riddle, or sing a song. Let this come after the lesson has been recited well. The required part has first place, for forms and constructions must be learned. Your brighter pupils will always find time to go into this extra part, and the slower ones may enjoy doing so.

The vocabulary.—We believe in having the class learn a list of words nearly every day, and such lists are provided. We have purposely selected words which are close to the life and thinking of high-school pupils. Many of these words point so directly to their English derivatives that they do not tax the mind. Consequently, a class can learn fifty such words more readily than ten of the kind frequently found. The Latin-English vocabulary contains more words than first year texts usually give, but an examination will show that nearly all are closely related to common English words and are readily remembered. This vocabulary is for reference purposes only, and properly contains all the words used in sentences in the book.

Rule and example.—There is no better method of fixing a principle of syntax in the mind than the old way of committing to memory the rule and an example in which the rule is applied. We have followed this plan deliberately and the teachers who test it as we have will probably reach the same conclusion.

The daily exercises.—The best plan we have found for these exercises is to do the day's English exercise into Latin orally, and at sight, and require it written as a part of the next day's lesson. In this way, the rules of the day are given their first test under the teacher's direction. Frequently pupils try to write out their exercises before they learn the rules under which they are working. We advise against over-stressing written work. In fact, after the first month or two, one or two written exercises a week will prove sufficient, if you stress oral exercises instead.

Reviews.—We have made reviews a part of almost every day's task. You can not stress this feature too strongly. It is very necessary that pupils carry in mind the lessons already learned. Latin study is cumulative. We have provided for monthly and quarterly reviews, with extra reviews at the close of a subject, as of the third declension, lesson 44. Lessons 121-148 provide for a careful review of the entire text. Pupils ought to know the book when they finish it.

Parsing.—The forms must be learned. In order to make sure of this, nothing better has been devised than old-fashioned parsing. To this we have given ten lessons, 151-160, in connection with a reading of Scipio's Dream.

Illustrations.—The illustrations have been chosen carefully, and if used in connection with the discussion given, will prove interesting and helpful to your class.

Hints for teaching.—In connection with many of the lessons, we have given suggestions for the teacher, generally in foot-notes. These ought to be of service to young teachers, especially.

Preparation for reading Caesar.—This book is not designed primarily to prepare for Caesar, yet it gives a better preparation than many of the texts which pretend to nothing else. There is a direct connection between

the high mortality rate in first and second year Latin classes, on the one hand, and sacrificing everything to Caesar, on the other. Our effort has been to give a good training in the forms and simpler constructions, and at the same time hold the sympathy and interest of the pupils. Work for work's sake has lost its appeal, and both teacher and pupil must see some goal ahead worth striving for. We have stressed the reading of Latin, with a view to securing some facility in handling easy sentences. When a class has finished this book, it is safe to undertake Caesar, although we strongly advise the use of other simple Latin for the first part of the second year, before Caesar is begun. This plan is well carried out in our Second Latin, a companion volume to this First Latin.

A class-room text.—A very large part of this work outlined in the text is to be done *in class* under the supervision of the teacher. The part of each lesson required for outside preparation is short. The importance of this arrangement can not be overestimated.

Make Latin popular.—An earnest teacher can make Latin fairly popular with earnest pupils. The plan of this text, and the material here furnished, will surely help in this good work. Learning Latin requires work, but the proper use of the collateral material given will remove much of the tedium and add to the pleasure of Latin study.

Teaching High School Latin.—We earnestly advise young teachers to use, in connection with this book, Game's Teaching High School Latin, (University of Chicago Press, Chicago).

Finally, the editors will be glad to have suggestions from any who would aid in making the book better. Also, they will be glad to be of any assistance possible to those who are using the text.

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Tallahassee, Florida.

LESSON 1

INTRODUCTORY

Early Latin.—About 400 or 500 B. C., the tribes living in Central Italy, near the site of Rome, learned the art of writing from their more civilized neighbors. We have evidence of this in a few crude inscriptions which have come down to us from that time.

The development and spread of the Latin language.—These tribes gradually grew into a great nation whose power extended not only over all Italy but over the rest of Europe, and even the whole world. Their language, Latin, developed along with the national power, and was generally adopted by the conquered nations, particularly in Europe, where it is still used very largely, but in forms modified by the course of time. In Italy, France, Spain, Portugal, Rumania, and parts of Switzerland and Austria, it has never died out, but in passing from one generation to another it has changed, just as the Anglo-Saxon of King Alfred has developed into the Scotch of Burns, on the one hand, and the English of Longfellow, on the other.

Romance languages.—These modern forms of Latin—Italian, French, Spanish, Portuguese, and Rumanian,—are called Romance languages. They are spoken by more than 125 millions of people all over the world. Some of them have literatures as noble and as varied as our own, and every educated American ought to be able to read one or more of them. Since they are merely modified forms of Latin, they are much easier for one to learn who knows the parent language. This is one great benefit that comes from knowing Latin.

English largely derived from Latin.—One can not really understand English unless he knows Latin. We have

taken so many words from Latin, either directly, or by way of French, Spanish, Italian and the like, that English is almost a Romance language. Our common words are mainly of English origin, but many of our great writers and speakers have used Latin words to a very large extent. Even such a simple piece of English as Lincoln's Gettysburg address draws heavily upon words from the Latin. There are about 120 words in it, and over 40 of these are words the old Romans used, including such common terms as battle, cause, brave, large, measure, note, people, place, poor, power, test and vain.

The Latin writers greatly influenced English writers.—About 100 B. C., there arose in Rome a succession of talented writers of Latin who knew and appreciated the great Greek books, and with the inspiration which these gave them, they created a literature which developed for over a thousand years. This literature forms the background of all modern writing, and you can not understand or appreciate Shakespeare, or Milton, or Tennyson, or Browning, or even a well-written newspaper or magazine article, unless you know something of the great Latin writers.

Modern life debtor to Rome.—Modern life is just as large a debtor to the civilization of Greece and Rome as is our literature. We are much more like the Greeks and Romans than we are generally aware of, particularly the Romans. Church, state, and society in general, have taken up and held fast to usages which prevailed in the days of Cicero and Caesar. In fact, many of the everyday customs and ceremonies of modern life had their origin hundreds of years ago, and the careful student of Roman life will find their earlier forms in his Horace, Virgil, and other Latin authors.

Training in accuracy for the learned professions.—In addition to these strong reasons, the study of Latin affords a training in exactness and accuracy such as is given by very few subjects taught in the schools. If you are looking forward to one of the learned professions, in which accuracy is essential, such as law, or medicine, or education, you can not afford to neglect the study of Latin. If you are merely planning to be a man or woman of liberal culture, you may well know that Latin furnishes one of the approved ways to the highest degree of culture. There is also a great deal of satisfaction in being able to read and enjoy the noble lines of Virgil and Horace just as they wrote them, without being dependent upon some translator who, although he may understand and enjoy for himself, can never fully bring to another the true beauty of thought set forth by the ancient writer.

Foreign language requires work.—It is important for you to remember that this is your first foreign language study, and you must now learn a great many things besides Latin. You must get into the habit of watching for the small things, and of remembering permanently everything you had in yesterday's lesson. Each succeeding day's work is dependent upon that of the day before, and you must carry in your mind and keep ready for use everything you have had in class and in the text-book. This means work, but if you are to become men and women of culture and power, you must remember that anything worth learning requires application and you must pay the price in good honest effort.

LESSON 2

THE LETTERS AND THEIR SOUNDS

1.—*Alphabet.*

In English we use the letters of the Latin alphabet, to which we have added *j* and *w*. In place of *j* the Latin had *i*-consonant, which is made like our *i*-vowel, but is equivalent to our *j*. It was pronounced like our *y*.

2.—*Sounds of letters.*

As in English, the vowels are *a*, *e*, *i*, *o*, *u*, and *y*, although *y* is used very little. The other letters are consonants.

Latin has fewer sounds than English and, consequently, is easier to pronounce correctly. Each vowel has a long and a short sound, the long taking twice the time of the short vowel. The consonants always have the same sound.

(a) Vowels, long:

ā as in English, <i>father</i>	Latin, fā'mă, mǎ'tēr
ē as in <i>they</i>	dē'bĕt, tē'lŭm
ī as in <i>machine</i>	lī'bĕr, bŏ'nī
ō as in <i>holy</i>	Rŏ'mă, nŏ'lŏ
ū as in <i>boot</i>	cŏr'nŭ, ū'nŭs

(b) Vowels, short:

ă as the first <i>a</i> in English <i>aha</i>	fă'mă, Rŏ'mă
ĕ as in <i>met</i>	dĕ'bĕt, mǎ'tēr
ĭ as in <i>pin</i>	mĭt'tŏ, Lŭ'cĭ ŭs
ŏ as in <i>forty</i> (never as in <i>pot</i>)	bŏ'nī, cŏr'nŭ
ŭ as in <i>full</i>	tĕ'lŭm, ū'nŭs

(c) Diphthongs (two vowels with one sound):

ae as ai in English <i>aisle</i>	Cae'sar
au as ou in <i>house</i>	cau'da
oe as oi in <i>boil</i>	poe'na

(d) Consonants:

The consonants are pronounced as in English, except the following:

c is always hard, like k	Cae'sar is Ky'sar
g is always hard, as in <i>give</i>	gem'ma is not jem'ma, but
i consonant (i before a vowel in the same syllable) is like y in <i>yet</i>	gem'ma
s is always hard, like ss, or ce in <i>lace</i> , and never like z	iū'ni or is yū'ni or
v is like w	ro'sa is not ro'za, but ro'sa
	vi'a is wi'a, or we'ah

3.—*Memory verses.*

Commit to memory the following verses from the second century of our era. The first was said to the emperor Hadrian by a courtier named Florus, and the second was his reply:

Florus to Hadrian:

Ego nōlō Caesar esse
e'go no'lo Ky'sar es'se
Ambulāre per Britannōs
ahm boo lah're pair Bri tahn'noce
Scythicās patī pruīnās
ski'thi kahce pah'tee proo ee'nahce

*I don't-want to be Emperor
to-travel through Britain
to-suffer Scythian frosts.*

Hadrian to Florus:

Ego nōlō Flōrus esse
e'go no'lo Flo'rus es'se
Ambulāre per tabernās
ahm boo lah're pair tah bair'nahce
Latitāre per popinās
lah ti tah're pair po pee'nahce

*I don't-want to be Florus
to-travel through-taverns
to-lurk among cheap-
restaurants.*

LESSON 3

PARTS OF SPEECH. INFLECTION

1.—*Parts of speech.*

In Latin, as in English, the parts of speech are: nouns, adjectives, pronouns, verbs, adverbs, prepositions, conjunctions, and interjections.

2.—*Inflection.*

The changes made in the form of a word to express its relation to other words in the sentence are called *inflection*. The inflection of nouns, adjectives (including participles), and pronouns to show gender, number, and case, is called *declension*; that of verbs to show voice, mood, tense, person, and number, is called *conjugation*. Adverbs, prepositions, conjunctions, and interjections are not inflected.

3.—*Person, gender, and number.*

There are three persons: first, second, and third; three genders: masculine, feminine, and neuter; and two numbers: singular and plural.

4.—*Case.*

In Latin there are six cases:

- (a) Nominative, case of the subject.
- (b) Genitive, usually translated by the English possessive, or by the objective with *of*.
- (c) Dative, case of the indirect object, usually translated by the English objective with *to* or *for*.
- (d) Accusative, case of the direct object.
- (e) Vocative, case of direct address.
- (f) Ablative, usually translated by the English objective with *from*, *by*, *with*.

5.—*Declension of nouns.*

There are five declensions of nouns, distinguished by the character or final letter of the stem, and by the ending of the genitive singular:

Declension	Character	Genitive Ending
First	ā	-ae
Second	ō	-ī
Third	consonant or ī	-is
Fourth	ŭ	-ūs
Fifth	ē	-eī

NOTE:—There are very few words in the fourth and fifth declensions, the first, second, and third declensions containing nearly all the nouns of the Latin language.

6.—*Stem and base.*

The character, or stem vowel, generally may be seen before the -rum, or -um, of the genitive plural. The base may be found by taking away the ending of the genitive singular.

NOTE:—In this book, students will use the base in forming the declensions. Efforts to explain the stem of nouns to beginners are useless and result in confusion.

OPTIONAL

7.—*Verses for practice, taken from a manuscript of the eleventh century.*

Ō Rō'ma nō'bilis, or'bis et do'mina,
 Cūnctā'rum ur'bium excellentis'sima,
 Rō'seō mar'tyrum san'guine ru'bea,
 Al'bis et vir'ginum liliis can'dida,
 Salū'tem dī'cimus tī'bi per om'nia.

Translation:

*O noble Rome, mistress also of the world,
 Most admirable of all cities,*

*Red with the rosy blood of the martyrs,
White with the snowy lilies of the maiden-martyrs,
We say greeting to thee through it all, i.e., anyhow.*

LESSON 4

FIRST DECLENSION. STEM IN -ā; GENITIVE IN -ae

1.—*The character of the stem.*

Latin nouns and adjectives which have final -a in the nominative singular form the first declension. They are sometimes called a-stems, because -ā- is the character, or final letter, of the stem. This character is seen before the ending -rum of the genitive plural.

2.—*Paradigm: sil'va, feminine, forest, woods; base sily-.*

	Singular	Termination
Nominative	sil'va, <i>a-forest</i> (as subject)	-a
Genitive	sil'vae, <i>of-a-forest, forest's</i>	-ae
Dative	sil'vae, <i>to-a-forest, for-a-forest</i>	-ae
Accusative	sil'vam, <i>a-forest</i> (as object)	-am
Ablative	sil'vā, <i>with-a-forest, by-a-forest, from-a-forest.</i>	-ā
	Plural	
Nominative	sil'vae, <i>forests</i> (as subject)	-ae
Genitive	silvā'rum, <i>of-forests, forests'</i>	-ārum
Dative	sil'vīs, <i>to-forests, for-forests</i>	-īs
Accusative	sil'vās, <i>forests</i> (as object)	-ās
Ablative	sil'vīs, <i>with-forests, by-forests, from-forests</i>	-īs

3.—*On the case forms.*

(a) The vocative of this declension has the same form as the nominative: as, pu el'la, *O girl!*

(b) The locative, or case of place where (in names of towns only), has a singular form which ends in -ae, like the genitive, but has no plural: as *Rō'mae*, at *Rome*.

4.—*Vocabulary*: Learn the meaning, and decline like *sil'va*:

<i>fē'mina</i> , -ae, f., <i>woman</i>	<i>puel'la</i> , -ae, f., <i>girl</i>
<i>mēn'sa</i> , -ae, f., <i>table</i>	<i>ro'sa</i> , -ae, f., <i>rose</i>
<i>pecū'nia</i> , -ae, f., <i>money</i>	<i>stel'la</i> , -ae, f., <i>star</i>

NOTE:—It will be observed that Latin has no article: as *sil'va* may be read *a-forest*, *the-forest*, or simply *forest*. The connection in which a word is used will generally suggest the article to be used, if any.

5.—*Rule of gender*.

Nouns of the first declension are feminine, unless they denote males: as *sil'va*, *forest*, is feminine; *agri'cola*, *farmer*, is masculine.

6.—*Give the forms indicated, with the meaning*:

Acc. sing.	<i>sil'va</i>	<i>pecū'nia</i>	<i>mēn'sa</i>
Dat. plur.	<i>stel'la</i>	<i>puel'la</i>	<i>sil'va</i>
Gen. plur.	<i>mēn'sa</i>	<i>ro'sa</i>	<i>fē'mina</i>
Abl. sing.	<i>pecū'nia</i>	<i>sil'va</i>	<i>stel'la</i>

OPTIONAL

7.—*Commit to memory*, "*O Roma nobilis*," lesson 3, par. 7.

LESSON 5

FIRST DECLENSION, CONTINUED

1.—*Review lesson 4, paragraph 2, the declension of sil'va*.

2.—*Paradigm*: *agri'cola*, m., *farmer*; base *agricol-*.

	Singular	Plural
Nom.	<i>agri'cola</i>	<i>agri'colae</i>
Gen.	<i>agri'colae</i>	<i>agricolā'rum</i>
Dat.	<i>agri'colae</i>	<i>agri'colis</i>
Acc.	<i>agri'colam</i>	<i>agri'colās</i>
Abl.	<i>agri'colā</i>	<i>agri'colis</i>

3.—*Vocabulary*: Learn the meaning and decline like *agri'cola*.

<i>a'qua</i> , -ae, f., <i>water</i>	<i>in'sula</i> , -ae, f., <i>island</i>
<i>colum'ba</i> , -ae, f., <i>dove, pigeon</i>	<i>pirā'ta</i> , -ae, m., <i>pirate</i>
<i>fā'bula</i> , -ae, f., <i>fable, story</i>	<i>poē'ta</i> , -ae, m., <i>poet</i>

4.—*English derivatives*.

Give some English words derived from these Latin nouns: *as*, from *a'qua* we get *aquarium*, *aquatic*, *aqueduct*, *aqueous* and others. The English dictionary will help in finding these derivatives.

5.—*Exercises*.

(a) Give the Latin equivalent:

Of-pirates; for-doves; to-the-farmer; to-a-farmer;
with-water; stories (as object); stars (as subject);
for-the-pirate; for-pirates.

(b) Give the form indicated, with the meaning:

Gen. sing.	<i>pirā'ta, colum'ba, sil'va, stel'la</i>
Dat. plur.	<i>a'qua, poē'ta, in'sula, pecū'nia</i>
Nom. plur.	<i>fā'bula, stel'la, mēn'sa, agri'cola</i>
Abl. plur.	<i>sil'va, agri'cola, poē'ta, fē'mina</i>

OPTIONAL

6.—*Geography*. (See map, page 306.)

(a) Turn to the map and you will see that the city *Rō'ma* was located in the western part of what is now Italy, on the east bank of the Tiber river. If you were sailing down the river, the old city would lie on your left. The city is about 22 miles from the mouth of the river, if you go by water, but by land it is about 16 miles.

(b) On the map locate the following:

Sici'lia (Sicily); Sardi'nia; Cor'sica; Ma're Adria'ticum (Adriatic sea); Apenni'nus mons (Apennine mountains); Vesu'vius mons (Mount Vesuvius); Nea'polis (Naples); Pompe'ii; Hercula'neum; Ge'nua (Genoa); Floren'tia (Florence); Mediola'num (Milan); Brundi'sium (Brundisi); Messa'na (Messina); Syracu'sae (Syracuse).

NOTE on the declensions:—After individual pupils have recited on the paradigms, then have the entire class recite in concert. Follow this plan in all the paradigms. There is no better way than this for fixing the forms in the minds of the pupils, as experience has abundantly proved.

LESSON 6

FIRST DECLENSION, CONTINUED

1.—*Review lesson 5, paragraph 2, the declension of agri'cola.*

2.—*Vocabulary.*

Learn the meaning, and decline like agri'cola (proper nouns in the singular only):

Caroli'na,-ae, f., <i>Caroline</i>	Mari'a,-ae, f., <i>Mary</i>
coro'na,-ae, f., <i>crown</i>	nau'ta,-ae, m., <i>sailor</i>
*de'a,-ae, f., <i>goddess</i>	rēgi'na,-ae, f., <i>queen</i>
*fī'lia,-ae, f., <i>daughter</i>	scho'la,-ae, f., <i>school</i>
Grā'tia,-ae, f., <i>Grace</i>	ter'ra,-ae, f., <i>land, earth</i>
et, conj., <i>and</i>	est, verb, <i>is, he-is, she-is</i>
in, prep. with abl., <i>in, on</i>	sunt, verb, <i>are, they-are</i>

3—*Give some English words derived from these Latin nouns.*

4.—*Subject of a verb.*

Rule: The subject of a finite verb is in the nominative case: as, agri'cola dū'cit, *the-farmer leads*; agri'cola is the subject of the verb dū'cit.

*Dat. and abl. plural, deā'bus, filiā'bus.

5.—*Predicate nominative.*

Rule: A noun or adjective used in the predicate after an intransitive verb is in the nominative case, and is called the predicate nominative: as, *Carolī'na est puel'la*, *Caroline is a girl*; *puel'la* is the predicate nominative.

6.—*Exercise.* Translate into English: (1) *Mari'a est puei'la.* (2) *Grā'tia est puel'la.* (3) *Mari'a et Grā'tia sunt puel'lae.* (4) *Carolī'na et Mari'a sunt in scho'lā.* (5) *Nau'ta est in insulā.*

NOTE:—The teacher should read the Latin slowly and carefully and then let the entire class read each sentence in concert. Then, at the next reading, one student should read the Latin sentence, another should give the English equivalent, and so on through the class. Continue going over these sentences until the pupils know them by heart.

 OPTIONAL

7.—*Early settlement of the city.* According to tradition, Rome was founded by two brothers, Romulus and Remus, of whom some very remarkable stories were told. The Romans did not begin to write history to any extent until about the beginning of the first century, B. C., and what little we know of their early doings we get from Greek historians. But even they knew nothing about the early settlement on the Tiber. However, from here and there we have learned enough to be quite sure that the stories of Romulus and Remus were merely inventions of story-tellers who were trying to answer questions which the people in later years were asking. Also, we are quite sure that Rome was settled by adventurous people from the hill country of Italia who found a satisfactory location for a village on the banks of the Tiber. They were mainly shepherds and small farmers, and the country roundabout afforded good pasturage for their flocks. The soil was fertile and productive as it is now.

LESSON 7

THE VERB SUM, INDICATIVE PRESENT

1.—*Review 5.2, the declension of agri'cola.*

2.—*Vocabulary:* Learn the meaning and decline:

A'sia,-ae,	f., <i>Asia</i>	lit'tera,-ae,	f., <i>letter</i> (of
athlē'ta,-ae,	m., <i>athlete</i>	alphabet);	in plur., <i>a</i>
Britan'nia,-ae,	f., <i>Britain</i>	letter, or	<i>epistle</i>)
cau'sa,-ae,	f., <i>cause, reason</i>	lū'na,-ae,	f., <i>moon</i>
cō'pia,-ae,	f., <i>abundance,</i>		
	<i>plenty, supply</i>		
Eurō'pa,-ae,	f., <i>Europe</i>	pictū'ra,-ae,	f., <i>picture</i>
Gal'lia,-ae,	f., <i>Gaul</i>	prōvin'cia, ae,	f., <i>province</i>
Grae'cia,-ae,	f., <i>Greece</i>	Rō'ma,-ae,	f., <i>Rome</i>
Ita'lia,-ae,	f., <i>Italy</i>	Sici'lia,-ae,	f., <i>Sicily</i>
	crās, adv., <i>tomorrow</i>	ho'diē, adv.,	<i>today</i>

NOTE:—Hereafter the genitive is omitted from the vocabulary except where it seems best to give it in order to avoid possible confusion.

3.—*English derivatives.* Give some English words derived from these nouns, taking them in regular order.

4.—*Paradigm.*—The verb sum, indicative present.

Singular	Plural
First person, sum, <i>I-am</i>	su'mus, <i>we-are</i>
Second person, es, <i>you-are</i>	e'stis, <i>you-are</i>
Third person, est, <i>he-is</i>	sunt, <i>they-are</i>

5.—*Exercises.*

(a) Translate exercise 6.6, rapidly, at sight.

(b) Translate into English: (1) Gal'lia est prōvin'cia. (2) Fē'mina est in lū'nā. (3) Sici'lia est in'sula. (4) Su'mus agri'colae. (5) Fī'liae agricolā'rum sunt in scho'lā ho'diē.

LESSON 8

PRESENT INDICATIVE OF LAU'DŌ. DIRECT OBJECT.
AGREEMENT OF THE VERB

1.—*Review 7.4, the present indicative of sum.*

2.—*Paradigm:* Present indicative active of lau'dō.

Singular	Personal Ending
1. lau'dō, <i>I-praise, do-praise, am-praising</i>	-ō (<i>I</i>)
2. lau'dās, <i>you praise</i>	-s (<i>you</i>)
3. lau'dat, <i>he-praises</i>	-t (<i>he</i>)
Plural	
1. laudā'mus, <i>we-praise</i>	-mus (<i>we</i>)
2. laudā'tis, <i>you-praise</i>	-tis, (<i>you</i>)
3. lau'dant, <i>they-praise</i>	-nt (<i>they</i>)

NOTE:—Learn the personal endings very carefully, and notice that -ō shows first person, -s shows second, and so on.

3. Like lau'dō, write out and learn:

a'mō, *I-love*; por'tō, *I-carry*; su'perō, *I-conquer, beat, win-from, overcome.*

4.—*Direct object.*

RULE: The direct object of a transitive verb is in the accusative case: as, poē'ta fē'minam lau'dat, *the-poet praises the-woman*; fē'minam is the direct object of the verb lau'dat.

5.—*Agreement of a verb.*

RULE: A verb agrees with its subject in person and number: as, poē'ta fē'minam lau'dat, laudat agrees with its subject, poē'ta, in person and number.

6.—*Exercise:*

Translate into English: (1) Athlē'ta nau'tam su'perat. (2) Agri'colam laudā'mus. (3) Poē'ta fē'minam a'mat. (4) Eurō'pa et A'sia sunt ter'rae. (5) Carolī'nam et Marī'am laudā'tis.

LESSON 9

FIRST DECLENSION, CONTINUED

1.—Review 8.2, the present indicative active of *lau'dō*.

2.—Vocabulary.

a'quila, f., eagle	vac'ca, f., cow
culī'na, f., kitchen	vil'la, f., country-place, villa
gallī'na, f., hen	
ha'bet, verb, he-has	vi'det, verb, he-sees

NOTE:—In asking a question, -ne is added to the emphatic word: as, habet'ne vil'am? *has-he a-villa?* But if an interrogative word is used, as ubi? or cur? do not use -ne.

3.—Exercises.

(a) Translate 8.6, rapidly, at sight.

(b) Translate into English: (1) Agri'cola gallī'nās in culī'nā vi'det. (2) A'quila colum'bam in sil'vā vi'det. (3) Fē'mina vil'am in in'sulā ha'bet. (4) Gallī'nās'ne in vil'lā ha'bet? (5) Puel'la gallī'nās et colum'bās in vil'lā ha'bet. (6) Agri'cola vac'cās in in'sulā ha'bet. (7) Fē'mina nau'tam in a'quā vi'det.

(c) Put into Latin orally: (1) The-farmer has (some) cows. (2) Does the-girl see the-cows? (3) The-girl sees the-cows and the-hens. (4) The-sailor sees the-country-houses on the-island. (5) The-poet's daughter sees the-doves. (6) The woman has roses in the-villa.

NOTE:—Much attention should be given to reading by hearing. After the usual recitation, pupils should close books and the teacher should read each sentence slowly and distinctly. The class should turn the sentences into English. Teacher and pupils should offer original sentences, using the words learned thus far.

As a general thing we advise that the oral exercises, English into Latin, be done *in class*, and not be required for outside preparation.

The part of each lesson to be done out of class is marked off by the first line.

OPTIONAL

4.—*Early settlement of the city—continued.*

Tradition fixed the date of the founding of Rome in the year 753 B. C. To the Romans this was the year 1 A. U. C., that is, of the founding of the city, and it was from this date that they reckoned their years, as we do from the birth of Christ. The first settlements were on the Palatine hill, but gradually the village grew until it covered several of the adjoining hills. It was then often spoken of as the "City of Seven Hills." We do not know definitely which hills are to be counted in making up the seven, for there are very many hills which might be counted, but we are sure that the Palatine, Esquiline, and Aventine were early occupied by settlers, while the Capitoline hill was given over mainly to the worship of the gods.

Turn to the map of the city and locate these hills.

LESSON 10

REVIEW

- 1.—Give the sounds of the vowels in Latin; of the consonants.
- 2.—Name the cases in Latin, and give the common ways in which they are represented in English. See 4.2.
- 3.—How many declensions are there, and how are they distinguished? In which declensions are few nouns found? Explain what is meant by the stem of a noun; the base.
- 4.—Give the terminations of the first declension. Has the Latin an article?
- 5.—Give the rule for the subject of a verb; the predicate nominative; the direct object; agreement of a verb.

6.—*Vocabulary.*

(a) Latin: Give the English equivalent:

agri'cola	corō'na	īn'sula	puel'la
a'qua	culi'na	lit'tera	rēgī'na
a'quila	Eurō'pa	lū'na	scho'la
athlē'ta	fā'bula	mēn'sa	Sici'lia
Britan'nia	fē'mina	pecū'nia	sil'va
cau'sa	fi'lia	pictū'ra	ter'ra
colum'ba	Gal'lia	pīrā'ta	vac'ca
cō'pia	gallī'na	poē'ta	vil'la

(b) English: Give the Latin equivalent, nominative and genitive:

Asia	Grace	picture	sailor
Caroline	Greece	plenty	Sicily
cow	hen	poet	star
daughter	Italy	province	story
Europe	kitchen	queen	table
farmer	Mary	Rome	water
girl	money	rose	woods

NOTE:—In addition to these questions, let the class carefully review every lesson had thus far. In reciting the paradigms, after individual students have recited, the entire class should be allowed to recite in concert, first slowly, giving case, word, and meaning; then case and word, for several times throughout, and finally and permanently, simply the word: as, "nominative, silva, a forest, genitive, silvae, of a forest," going through the declension several times; then "nominative, silva, genitive silvae," etc. As a permanent plan, however, require only the word as "silva, silvae, silvae, silvam," and so on. Keep the class repeating this until there is no chance of making a mistake.



A ROMAN BOY



A ROMAN GIRL

LESSON 11

FIRST DECLENSION, CONTINUED

- 1.—*Review 8.2, the present indicative active of lau'dō.*
 2.—*Vocabulary:* Learn the meaning, and write out like lau'dō:

dēlec'tō, <i>I-delight, please</i>	lī'berō, <i>I-set-free</i>
dō'nō, <i>I-give, present</i>	vo'cō, <i>I-call</i>
exspec'tō, <i>I-wait-for</i>	
cis'ta, <i>f., basket, box</i>	nōn, <i>adv., not</i>

- 3.—*Exercise.*

(a) Write in Latin 9.3 (c), marking the long vowels.

(b) Put into Latin orally: (1) The-athletes are-winning-from the-sailors. (2) The-girl sees the-queen's crown on the-table. (3) Does the-poet love the-sailor's daughter? (4) The-poet loves the-farmer's daughter. (5) Are-you the-farmer's daughter? I-am not the farmer's daughter. (6) The-woman is-carrying roses in the-basket.

 OPTIONAL

- 4.—*Conversation about the moon.*

Est'ne lū'na no'va ho'diē?	<i>Is there a new moon today?</i>
Lū'na no'va crās e'rit.	<i>The new moon will-be tomorrow.</i>
Lū'na plē'na mi'hi pla'cet.	<i>The full moon pleases me, i.e., I like the full moon.</i>
Cum lū'na plē'na e'rit, spatiā'bimur cum Caro- lī'nā.	<i>When the-moon will-be (is) full, we-shall-go-walking with Car- oline.</i>
Vī'am be'ne vidē're pos- sumus, cum lū'na can'det	<i>We-can see the-road easily when the-moon shines.</i>

LESSON 12

ACCENT AND QUANTITY

1.—*Accent.*

Thus far the accent of words has been indicated, in order that the correct pronunciation might be made easy. The rules governing accent must now be given and marking the accent will be discontinued in the main. Accent in Latin, as in English, is a stress, and is determined by definite rules.

2.—*Rules for accent.*

(a) Words of two syllables are accented on the first: as, sil'va, nau'ta.

(b) Words of more than two syllables are accented on the penult (next to the last), if the penult is long; otherwise, on the antepenult (before the penult): as, rēgī'na, pecū'nia, agri'cola, puel'la.

NOTE:—The length of the syllable must be noticed, as that determines accent, and not the vowel alone. See below, 5 (b).

(c) When an enclitic (-ne, -que, -ve) is added to a word the above rules regularly apply: as populus'que, rēgī'naque.

3.—*Quantity of vowels.*

By the quantity of a vowel we mean the time required to pronounce it. Quantity may be long, marked $\bar{\quad}$, or short, marked $\check{\quad}$: as pēcū'nīā. Only the long vowels are regularly marked in this book.

4.—*Rules for quantity of vowels.*

It is necessary to fix in the mind the quantity of the vowels in a word when it is first learned, but the following rules are of service:

(a) A vowel before -ns, -nf, -nct, -nx, is long: as cōn'stāns.

(b) A diphthong is long: as, Grāē'cia.

(c) A vowel formed by contraction is long: as, nīl, for nī'hil.

(d) A vowel before another vowel or -h is short: as, nī'hil, Lū'cūs.

(e) A vowel before -nt, -nd, final -m, final -t, also before final -l and final -r (except in words of one syllable) is short: as, lau'dānt.

5.—Rules for quantity of syllables.

In Latin a word has as many syllables as there are vowels and diphthongs. The quantity of the syllable is determined as follows:

(a) A syllable containing a long vowel or a diphthong is long by nature: as, pecū'nia.

(b) A syllable containing a short vowel followed by two consonants, or by a double consonant (x, z) is long by position: as, laudan'dus.

NOTE:—A mute (p, b, t, d, k, c, g, q) followed by a liquid (l, m, n, r) does not count as two consonants: as, im'petro, not impe'tro.

(c) All other syllables are short.

NOTE:—It is very important that pupils learn to distinguish between long *vowels* and long *syllables*.

LESSON 13

IMPERFECT AND FUTURE OF SUM

1.—Paradigm.

(a) Imperfect indicative of sum.

Singular	Plural
e'ram, <i>I-was</i>	erā'mus, <i>we-were</i>
e'rās, <i>you-were</i>	erā'tis, <i>you-were</i>
e'rat, <i>he-was</i>	e'rant, <i>they-were</i>

(b) Future indicative.

Singular	Plural
e'rō, <i>I-shall-be</i>	e'rimus, <i>we-shall-be</i>
e'ris, <i>you-will-be</i>	e'ritis, <i>you-will-be</i>
e'rit, <i>he-will-be</i>	e'runt, <i>they-will-be</i>

2.—*Vocabulary*: Decline two of the nouns:

carta, f., <i>paper</i>	umbra, f., <i>shade, shadow</i>
fortūna, f., <i>fortune</i>	via, f., <i>way, road</i>
sagitta, f., <i>arrow</i>	victoria, f., <i>victory</i>
scrība, m., <i>scribe, clerk</i>	vidua, f., <i>widow</i>
tuba, <i>trumpet</i>	

Adjectives: Those ending in -a are feminine forms.

alba, <i>white</i>	magna, <i>large, great</i>
alta, <i>high, deep</i>	plēna, <i>full</i>
lāta, <i>wide, broad</i>	parva, <i>small</i>

Verbs (like laudō), 8.2

armō, <i>I-arm</i>	occupō, <i>I-seize, I-occupy</i>
nārrō, <i>I-tell, I-relate</i>	rogō, <i>I-ask</i>

3.—*Exercise*.

(a) Translate into English: (1) Scrība magnam cōpiam cartae habet. (2) Nauta pīrātās in aquā altā videt. (3) Eratne rēgīnae magna fortūna? (4) Gallīnae et columbae albae sunt. (5) Puella umbram in viā latā videt. (6) Pīrāta sagittās et tubās habet. (7) Eritne lūna plēna? (8) Rēgīna filiam viduae laudat.

(b) Put into Latin orally: (1) There-is a-broad road on the-island. (2) The-girl sees the-white cow. (3) The-woman praises the-widow's roses. (4) The-queen is-carrying a-crown in a-small box. (5) The-white roses were large. (6) The-poet loves the-widow's daughter. The-girl sees the-victory of-the-athletes.

LESSON 14

INDIRECT OBJECT. RELATIONS OF PLACE

1.—Review 7.4, the present indicative of sum: 13.1, the imperfect and future of sum.

2.—Place: Relations of place are expressed as follows:

(a) Place *from which* by the ablative with ab (ā), dē, or ex (ē): as, ex silvīs, *from the-forest*.

(b) Place *to which* by the accusative with ad or in: as, ad silvam, *to the-forest*, or in silvam, *into the-forest*.

NOTE:—Do not use the dative to express the *end of motion*; after a verb of motion, use the accusative with *ad* or *in*.

(c) Place *where*, or *in* (or *on*), by the ablative with in: as, in portā, *at* (or *on*) *the-gate*; in aquā, *in* (or *on*) *the-water*.

NOTE:—(a)—Names of towns and small islands do not require a preposition in any of these constructions.

(b)—In giving the places *where*, or *in which*, an old case called the *locative* has survived in names of towns and small islands of the first and second declensions, singular number only. The ending is -ae or ī, like the genitive: as, Rōmae, *at-Rome*; Corinthī, *at-Corinth*. See 4, 3 (b), 21, 3 (c).

3.—*Indirect object*.

RULE: The indirect object of a transitive verb is in the dative: as, poēta pecūniam agricolae dat, *the-poet gives money to-the-farmer*; agricolae is the indirect object of the verb dat.

4.—*Vocabulary*.

cēna, f., *dinner*

patria, f., *native land, country*

historia, f., *history*

unda, f., *wave*

Verbs (like laudō).

arō, *I-plow*

parō, *I-prepare, make-ready, get*

nōminō, *I-name*

pūgnō, *I-fight*

recitō, *I-read, read-aloud*

herī, adv., *yesterday*

ubi, adv., *where?* See 9.2. N.

5.—*Exercise.*

(a) Write 13.3 (b) in Latin, marking the long vowels.

(b) Translate into English: (1) Fēmina cēnam puellis in culinā parat. (2) Hodiē cēna magna erit. (3) Eratisne herī in insulā? (4) Poēta historiam patriae nārrat. (5) Rosae albae herī in insulā erant; ubi sunt hodiē? (6) Recitāsne litterās? (7) Nauta undās magnās in aquā altā videt.

LESSON 15

GENERAL RULES OF GENDER

1.—*Review 4.5, the rule of gender for the first declension.*

2.—*Gender, natural and grammatical.*

Some words already learned, as aqua, schola, are feminine in Latin, whereas they are neuter in English. In Latin, gender is determined in two ways:

(a) By *sex*, as in English, and this is called natural gender: as, agricola, m., *farmer*; puella, f., *girl*.

(b) By the form of the word, that is, by the termination of the nominative singular, and this is called grammatical gender: as, insula, f., *island*.

Names of persons and of most animals follow the natural gender, while names of inanimate objects follow the grammatical.

3.—*General rules of gender.*

(a) Names of rivers, winds, months, and mountains, are masculine: as, Tiberis, m., *Tiber*; Aprīlis, m., *April*.

(b) Names of countries, cities, plants, trees, and most animals are feminine: as, Italia, f., *Italy*; Rōma, f., *Rome*; ficus, f., *fig tree*.

(c) Indeclinable nouns are neuter: *as, nihil, n., nothing*; *fas, n., right*.

4.—*Vocabulary.*

multa, f., adj., much; plural, *many*.

pulchra, f., adj., pretty, beautiful.

servō, I-save, keep-safe (like *laudō*).

5.—*Agreement of adjectives.*

RULE: Adjectives agree with the nouns which they modify in gender, number, and case: *as, nauta undās altās videt, the-sailor sees high waves*.

6.—*Exercise.*

Put into Latin orally: (1) Where were-you yesterday? We-were on the-island. (2) Today we-are-preparing many roses for-the-girls. (3) Where will-you-be tomorrow? Tomorrow we-shall-be in the-villa. (4) Are-you-telling the-farmers a-story? I-am-reading the-farmers a-letter. (5) The-pirate sees the-deep water. (6) The-athletes and sailors are-fighting.

OPTIONAL

7.—*Names of parts of the body, all feminine.*

auricula, ear

coxa, hip

māxilla, jaw

barba, beard

genae, cheeks

scapulae, shoulder-blades

coma, head-of-hair

gula, throat

tibia, shin

costa, rib

lingua, tongue

vēna, vein

Have you seen any of these words in your study of physiology? What English words are derived from them?

LESSON 16

FIRST DECLENSION, CONTINUED

1.—*Review 14.2, the rules for relations of place; 14.3, the rule for the indirect object.*

2.—*Vocabulary.*

cistula, f., a *small box, or basket*
 discēdit ex (ē) *he-departs from, leaves*
 venit, *he-comes*
 vēnit, *he-came*
 volō, *I-fly (like laudō)*

3.—*Exercise.*

(a) Translate into English: (1) Nauta vēnit Rōmam ex Graeciā. (2) Rōmae multae puellae erant pulchrae. (3) Agricola terram ā silvā ad villam arat. (4) Nautae īnsulam ā pirātis liberant. (5) Aquila in silvam volat. (6) Liberāmus patriam. (7) Fīlia viduae ē villā discēdit. (8) Portātisne rosās in cistulā?

(b) Put into Latin orally: (1) The-dove is-flying to the-woods from the-villa. (2) The-poet is-coming to-Rome from Gaul. (3) Is the-clerk reading the-girls a-letter? (4) The-pirates will-be at-Rome tomorrow. (4) The-girl sees many pretty roses. (5) The-sailors are-freeing the-farmer from the-pirates.

OPTIONAL

4.—*State Seal: North Carolina.*

Esse quam vidēri, *to-be rather-than to-seem.*

5.—*Familiar words, all feminine.*

anguilla, *eel*

ostrēa, *oyster*

balaena, *whale*

panthēra, *panther*

capra, *she-goat*
 colubra, *snake*
 dāma, *fallow-deer*
 equa, *mare*
 formīca, *ant*
 musca, *fly*

perca, *perch*
 phōca, *seal*
 rāna, *frog*
 sardīna, *sardine*
 talpa, *mole*
 vespa, *wasp*

NOTE:—Notice the close resemblance between the English and the Latin in some of these pairs of words.

6.—*Conversation about rowing.*

Vidēsne scapham Helenae
 in aquā ad īnsulam?

*Do-you-see Helen's boat in
 the-water by the-island?*

Videō, et scapham Caro-
 linae quoque; in ancorā ad
 rīpam flūminis.

*Yes, and Caroline's boat
 too; it-is at anchor by-the-
 bank of-the-river.*

Rēmigēmus hodiē post
 scholam.

*Let's-go-rowing today after
 school.*

Nōn possum ante vespe-
 ram; hodiē enim post meri-
 diem mihi labōrandum est.

*I can't till evening, for this
 afternoon I must work.*

Tum lanterna nōbis por-
 tanda est.

*Then we must carry a
 lantern.*

Aqua mihi placet vesperī;
 umbrae enim pulcherrimae
 sunt.

*I like the water in-the-even-
 ing; for the shadows are very
 pretty.*

LESSON 17

FIRST DECLENSION, CONTINUED

1.—*Review 14.3, rule for the indirect object; 15.5, rule for
 the agreement of adjectives.*

2.—*Vocabulary.*

Adjectives (see 15.5).

aspera, f., *rough*longa, f., *long*dūra, f., *hard, stern*tenera, f., *tender, gentle*grāta, f., *pleasing*

Adverbs

nunc, *now*semper, *always*saepe, *often*cūr, *why?* See 9.2.N.3.—*Exercise.*

(a) Write in Latin 16.3(b), marking the long vowels.

(b) Put into Latin orally: (1) The-woman gives the-sailor's daughter a-long trumpet. (2) Why does the-clerk read the-letter now? (3) The-pretty girl sets-free the-tender dove. (4) The-large woman gives money to-the-sailor. (5) The-queen often gives a-dinner to-the-girls.

(c) Use any words you have had and make four sentences orally.

OPTIONAL

4.—*The Peoples of Italy.*

At the time of the coming of the Romans to the locality of the seven hills, the neighboring district to the south and east, known as Latium, was occupied by a vigorous native population who contended sharply with the strangers for the mastery. After a contest which lasted many years, a treaty of peace was made by which the strangers and the natives were able to live together and share the control of affairs. The language spoken by the united nation is known to us as Latin.

In addition to the Latins there were other peoples with governments of their own, and a fair degree of development. Among these were the Samnites, who lived in the hill country to the southeast of the city; the Umbrians, who lived across the mountains in the district called Umbria;

and especially the Etruscans, who occupied the district to the north and west of the city, called Etruria. The Etruscans fought with great bitterness against the rising power of the Romans and they seem to have won some great victories. But the Romans, forced by their position in the midst of hostile surroundings, became more and more given to arms and more expert in the arts of warfare, so that at last not only the Etruscans but all the other peoples of the peninsula were forced to lay down their arms and acknowledge Rome as their master.

All these peoples were of Italic origin and kin to the Romans, except the Etruscans, of whom we know but little even yet.

LESSON 18

PERFECT, PLUPERFECT AND FUTURE PERFECT OF SUM

1.—Review 7.4, the present indicative of *sum*; 13.1, the imperfect and future.

2.—Paradigm.

(a) Perfect indicative of *sum*.

Singular	Personal endings
1. fu'ī, <i>I-have-been, I-was</i>	-ī (<i>I</i>)
2. fui'stī, <i>you-have-been, you-were</i>	-istī (<i>you</i>)
3. fu'it, <i>he-has-been, he-was</i>	-it (<i>he</i>)
Plural	
1. fu'imus, <i>we-have-been, we-were</i>	-imus (<i>we</i>)
2. fui'stis, <i>you-have-been, you-were</i>	-istis (<i>you</i>)
3. fuē'runt, <i>they-have-been, they-were</i>	-ērunt (<i>they</i>)

NOTE:—The personal endings of the perfect tense are different from those of the other tenses. Compare the personal endings in 8.2, which are found in all tenses except the perfect indicative. Some tenses have -m in the first person.

(b) Pluperfect indicative.

Singular	Plural
1. fu'eram, <i>I-had-been</i>	fuerā'mus, <i>we-had-been</i>
2. fu'erās, <i>you-had-been</i>	fuerā'tis, <i>you-had-been</i>
3. fu'erat, <i>he-had-been</i>	fu'erant, <i>they-had-been</i>

(c) Future perfect indicative.

- | | |
|---------------------------------------|--------------------------------------|
| 1. fu'erō, <i>I-shall-have-been</i> | fue'rimus, <i>we-shall-have-been</i> |
| 2. fu'eris, <i>you-will-have-been</i> | fue'ritis, <i>you-will-have-been</i> |
| 3. fu'erit, <i>he-will-have-been</i> | fu'erint, <i>they-will-have-been</i> |
- 3.—*Exercise.*

Put into Latin orally: (1) The-wide road will-be pleasing to-the-farmer. (2) Why have the-shadows been long to-day? (3) The-sailor gives money to-the-clerk. (4) The-small girl had-been in school. (5) Have-you-been in the-water? I-have-been on the-land.

OPTIONAL

4.—*Words for the carpenter, all feminine.*

arca, <i>chest</i>	māteria, <i>timber, material</i>
ascia, <i>hatchet, axe</i>	officīna, <i>workshop</i>
casa, <i>hut, cottage</i>	scālae, <i>ladder, stairs</i>
dolābra, <i>adze</i>	serra, <i>saw</i>
fenestra, <i>window, loop-hole</i>	tabula, <i>plank, tablet</i>

From which of these do we get English words?

LESSON 19

REVIEW

- 1.—Give the indicative present of sum; imperfect; future; perfect; pluperfect; future perfect.
- 2.—Give the present indicative active of laudō; give the personal endings of this tense.

- 3.—Give the rule for direct object; indirect object; relations of place; agreement of adjectives.
- 4.—Give the rules for accent.
- 5.—Give the rules for the quantity of vowels.
- 6.—Give the rules for the quantity of syllables.
- 7.—Give and explain the two ways of determining gender in Latin.
- 8.—Give the general rules of gender.
- 9.—*Vocabulary.*

Latin: Give the English equivalent:

aspera	lāta	recitō
cēna	nōminō	saepe
dea	occupō	scriba
filia	parō	servō

English: Give the Latin equivalent, nominative and genitive:

arrow	large	tender
beautiful	native land	trumpet
fight	pleasing	wave
history	plow	widow

NOTE: In addition to the questions given, the class should be thoroughly prepared on all the lessons had thus far, especially the declensions and vocabularies. Nothing should be overlooked. It will be profitable to go over each lesson and ask questions, giving opportunity also for the students to ask any questions that they may wish. The paradigms should be given by the class in concert.

OPTIONAL

10.—*Names of well known trees, all feminine.*

amygdala, <i>almond</i>	oliva, <i>olive</i>	robinia, <i>locust</i>
betulla, <i>birch</i>	palma, <i>palm</i>	thuya, <i>cedar, arbor</i>
carya, <i>hickory</i>	persica, <i>peach</i>	<i>vitae</i>
castanea, <i>chestnut</i>	picea, <i>pitch-pine</i>	tilia, <i>linden</i>

LESSON 20

MONTHLY WRITTEN LESSON

This lesson should be a written test, for which the teacher will prepare the questions.

NOTE:—This month has been given to the first declension purposely. The simpler principles of pronunciation, accent, quantity, and a few rules of syntax, have necessarily been presented, but the main effort of the month has been centered about the first declension. The majority of the pupils in classes of this grade are doing their first work in a foreign language and it is easy to confuse beginners by pressing new case-forms too rapidly. If the first declension is thoroughly mastered, it will be easy to take hold of other declensions in slow succession and likewise master them. After this it ought not to be necessary to take quite so much time with any one declension.

LESSON 21

SECOND DECLENSION. STEM IN -o, GENITIVE IN -ī

1.—*The character of the stem.*

Latin nouns ending in -us, -um, -r, with the genitive in -ī, compose the second declension. They are called o-stems because -o- is the character, or final letter, of the stem. It may be found in a lengthened form, before the ending -rum of the genitive plural.

2.—*Paradigm:* hortus, m., *forest, garden*; base hort-

Singular	Terminations
N. hortus	us
G. horti	-ī
D. hortō	-ō
Ac. hortum	-um
Ab. hortō	-ō
Plural	
N. horti	-ī
G. hortōrum	-ōrum
D. hortīs	-īs
Ac. hortōs	-ōs
Ab. hortīs	-īs

3.—*On the case forms.*

(a) **Vocative:** Nouns in -us have the vocative in -e: as, amīce, *O friend*. Filius and proper nouns in -ius have the vocative in -ī, retaining the accent of the nominative: as, fi'lī, *O son*; Mercu'rī, *O Mercury*. Deus has no vocative singular.

(b) **Genitive:** Nouns in -ius and -ium have the genitive singular in -iī or -ī; if in -ī, the accent of the nominative is retained.

(c) **Locative:** The locative, or case of *place where* in names of towns and small islands, ends in -ī, like the genitive of this declension: as, Corinthī, *at Corinth*. The locative form domī, *at home*, is also found.

4.—*Gender.*

RULE: Nouns of the second declension ending in -um in the nominative are neuter; most others are masculine.

5.—*Vocabulary.*

annus, m., <i>year</i>	lēgātus, m., <i>lieutenant, ambassa-</i>
campus, m., <i>plain</i>	<i>dor, governor</i>
deus, m., <i>god</i>	lupus, m., <i>wolf</i>
dominus, m., <i>master, lord</i>	multus, m., adj., <i>much; pl.,</i>
filius, m., <i>son</i>	<i>many</i>
	servus, m., <i>slave, servant</i>

6.—*Exercise.*

Translate into English: (1) Rēgīnae filiū et filiae magnam cōpiam rosārum portant. (2) Fēminae deōs et deās Rōmae laudant. (3) Aratne filius agricolae campum? (4) Ubi lupī fuerant? (5) Dominus servōrum multās villās habet. (6) Scriba lēgātō litterās recitat. (7) Lēgātus victōriās Rōmānās nautīs nārrat.

OPTIONAL

7.—*Some General Dates of Importance.*

The history of the Romans may be divided into the following periods, and the dates may be remembered with profit: The kings, 753-509 B. C.; the early republic, 509-367 B. C.; the later republic, 367-31 B. C.; the empire, 31 B. C.-476 A. D.

As has been indicated, it is impossible for us to get very accurate information about the Romans during their earlier development, so completely are truth and fiction interwoven. It is very probable that kings did bear rule for many years, but the story of the Tarquin dynasty as commonly told is fabulous. Instead of their coming to the city and securing power by shrewd scheming, it is practically certain that for many years Rome was under the sway of the Etruscans, and the Tarquins were rulers set over the Romans by them. The proud Romans of later days did not like this part of their history and patriotic story tellers made up this interesting tale. The account of the banishment of the Tarquins must be substantially correct, only this was an uprising which led to the overthrow of the Etruscan power in the city.

LESSON 22

SECOND DECLENSION. AGREEMENT OF APPOSITIVES

1.—*Review 21.2, the declension of hortus.*

2.—*Paradigm: amicus, m., friend; base amic-*

Singular

Plural

N. amicus

amicī

G. amicī

amicōrum

D. amicō

amicīs

Ac. amicūm

amicōs

Ab. amicō

amicīs

3.—*On the*

(a) Vocatives
as, amīce, O
the vocative
as, fi'li, O s
singular.

(b) Genitive
singular in
is retained

(c) Locative
names of
of this de
form dom

4.—*Genitive*

RULE:
in the n

5.—*Vocative*

annus,
campu
deus,
domi
fili

Genae quoque rubrae mihi placent.	(Her) red cheeks, too, please me, i.e., I like them.
Putāsne Helenam pulchriō- rem quam Carolīnam esse?	Do you think Helen prettier than Caroline?
Putō ambās pulcherrimās esse.	I think both are very pretty.

LESSON 23

GENITIVE WITH NOUNS. POSSESSIVE GENITIVE

1.—Review 21.2, the declension of *hortus*; 22.2, *amicus*.

2.—Paradigm:—templum, n., *temple*; base templ-

Singular	Plural
N. templum	templa
G. templī	templōrum
D. templō	templīs
Ac. templum	templa
Ab. templō	templīs

NOTE: The nominative and accusative plural of all neuter nouns end in -a.

3.—Genitive with nouns.

A noun used to limit another, and not meaning the same person or thing, is in the genitive: as, *silvae via*, a road of the forest.

4.—Possessive genitive.

If this limiting noun shows ownership or possession, it is called the possessive genitive: as, *agricolae vacca*, the farmer's cow.

5.—Vocabulary.

auxilium, n., aid, help	ōvum, n., egg
bellum, n., war	proelium, n., battle
dōnum, n., gift, present	rēgnum, n., kingdom
frūmentum, n., grain	tēlum, n., weapon
oppidum, n., town	verbum, n., word

6.—*Exercise.*

(a) Write in Latin 22.5 (c) marking the long vowels.

(b) Translate into English: (1) Puellae rosās albās (as) dōna deīs et deābus portant. (2) Agricola frumentum in carrō villam mittit. (3) Poēta victōriās patriae multīs in proeliīs nārrat. (4) Erisne crās in oppidō? (5) Fēmina ōva puerīs parat. (6) Italia et Gallia fuērunt magna rēgna. (7) Lēgātus auxilium ex Italiā mittit.

OPTIONAL

7.—*Conversation about Caroline.*

Salvē, Helena. Quid agis hodiē? *Good morning, Helen, how are-you today?*

Grātiās, bene est. Sperō tibi rēctē esse. *Thanks, all right. I-hope it is all-right with-you.*

Grātiās, rēctē. Vidistine puellam novam? *Thanks, all-right. Have-you-seen the-new girl?*

Vidī, et putō eam pulchram esse. *I-have, and I-think she is pretty.*

Scisne quod nōmen ei sit? *Do-you-know what her name is?*

Nesciō, sed putō id esse Carolinam. *I-don't, but I-think it is Caroline.*

LESSON 24

SECOND DECLENSION, CONTINUED

1.—*Review 23.2, the declension of templum.*

2.—*Paradigm*: puer, m., *boy*, base puer-; ager, m., *field*, base agr-; vir, m., *man, husband*, base vir-.

Singular			
N.	puer	ager	vir
G.	puerī	agrī	virī
D.	puerō	agrō	virō
Ac.	puerum	agrū	virum
Ab.	puerō	agrō	virō
Plural			
N.	puerī	agrī	virī
G.	puerōrum	agrōrum	virōrum
D.	puerīs	agrīs	virīs
Ac.	puerōs	agrōs	virōs
Ab.	puerīs	agrīs	virīs

NOTE:—Some words of this class retain the -es of the nominative, when forming the other cases; some do not. Like puer are the following: gener, m., *son-in-law*; socer, m., *father-in-law*; liberī, -ōrum, m., *children*. Most others are declined like ager.

3.—*Vocabulary*.

gener, generī, m., <i>son-in-law</i>	magister, magistrī, <i>master,</i>
lātus, adj., <i>wide, broad</i> .	<i>teacher</i>
liber, librī, m., <i>book</i> .	magistra, f., <i>mistress, teacher</i> .
liberī, -ōrum, m., pl.,	socer, socerī, m., <i>father-in-</i>
<i>children</i> .	<i>law</i> .

4.—*Exercise*.

(a) Translate 23.6 (b) rapidly, at sight.

(b) Translate into English: (1) Liberī librōs magistrō recitant. (2) Galba nōn socer Pompēi erat. (3) Puer agrum lātum arat. (4) Virī et fēminae in scholā filiōs et filiās laudant. (5) Athlētāe victōriās puerōrum puellis narrant. (6) Filius magistrī fābulam discipulis recitat. (7) Hōc (*this*) annō eritis in Italiā.

(c) Put into Latin orally: (1) Caesar (Caesar) praises the-great victories of-Pompey, (his) son-in-law. (2) Why is the-farmer's boy ploughing the-fields this (hōc) year? (3) The-pupils are-reading -(aloud) the-book to-(their)-teacher. (4) The-women in the-villa are-preparing a-great dinner for-(you)-pupils.

OPTIONAL

5.—*Conversation about Caroline.*

Ubi Carolīna, puella nova,
hodiē est?

Eam nōn videō.

Ea nunc in aliā parte scho-
lae est; in tabulā fābulās
Latīnās scribit.

Sperō intervallum mox
ventūrum; tum cum eā
verba tenerrima loquēmur.

In intervallō Latīnē lo-
quāmur.

Latīnē loquī est difficile,
sed conābimur.

Where is Caroline, the-new
girl, today?

I do not see her.

She now is in another part
of-the-school; she-is-writing
Latin stories on the-board.

I-hope recess will-come
soon; then we-shall-talk very-
tender words with her.

Let's talk in Latin at
recess.

To talk in Latin is hard,
but we-shall-try.

LESSON 25

IMPERFECT AND FUTURE ACTIVE OF LAUDŌ

1.—*Review 24.2, the declension of puēr; ager; vir.*

2.—*Paradigm.*

(a) Imperfect indicative active of laudō.

Singular	Personal ending
1. laudābam, <i>I-praised, did-praise, was-praising</i>	-m (I)
2. laudābās, <i>you-praised</i>	-s (you)
3. laudābat, <i>he-praised</i>	-t (he)

Plural	Personal Ending
1. laudābāmus, <i>we-praised</i>	-mus (<i>we</i>)
2. laudābātis, <i>you-praised</i>	-tis (<i>you</i>)
3. laudābant, <i>they-praised</i>	-nt (<i>they</i>)

NOTE: Compare the endings of the imperfect with those of the present, 8.2. Remember that -bā- is called the tense-sign of the imperfect. This added to the present stem lauda-, with the personal endings, forms the imperfect tense. See 53.2(b)

(b) Future.

Singular	
1. laudābō, <i>I-shall-praise</i>	-ō
2. laudābis, <i>you-will-praise</i>	-s
3. laudābit, <i>he-will-praise</i>	-t
Plural	
1. laudābimus, <i>we-shall-praise</i>	-mus
2. laudābitis, <i>you-shall-praise</i>	-tis
3. laudābunt, <i>they-shall-praise</i>	-nt

NOTE:—Compare the personal endings with those of the present and imperfect. The tense-sign of the future is -bi-, but in the first person the -i- is lost before -ō, and in the third plural -u- takes its place. The present stem + -bi-, the future tense sign + the personal endings form this tense. See 53.2 (c).

3.—Vocabulary.

aedificium, n., <i>building</i>	minister, -trī, m., <i>attendant,</i>
arbiter, -trī, m., <i>witness</i>	<i>assistant</i>
auster, -trī, m., <i>south-wind</i>	piger, -grī, m., adj., <i>lazy</i>
bonus, m., adj., <i>good</i>	pretium, n., <i>price</i>
horreum, n., <i>barn, granary</i>	spectō, <i>I-look-at, see</i> (like
magnum, n., adj., <i>large</i>	laudō)
	vesper, vesperī, m., <i>evening</i>
	vespera, -ae, f., <i>evening</i>

4.—Exercise.

(a) Write in Latin 24.4 (c).

(b) (1) Rēgīna puellās pigrās nōn laudābat. (2) Umbrae in hortō magnae nōn sunt. (3) Agricolaē magnum

pretium hōc (*this*) annō exspectābunt. (4) Fīlia ministri
ōva alba in horreō spectābit. (5) Amicī bonī dōna filiīs
et filiābus parābant. (6) Multa aedificia alta sunt Rōmae.

OPTIONAL

5.—*Names of common trees, all feminine.*

mōrus, <i>mulberry-tree</i>	rhamnus, <i>buck-thorn</i>
pīnus, <i>pine</i>	sambūcus, <i>elder</i>
pirus, <i>pear</i>	sorbus, <i>service-tree, shad-bush</i>
platanus, <i>plane, sycamore</i>	taxus, <i>yew</i>
pōpulus, <i>poplar</i>	ulmus, <i>elm</i>
prūnus, <i>plum</i>	

LESSON 26

DECLENSION OF ADJECTIVES

1.—*Declension of adjectives.*

Adjectives of the first and second declensions are declined in the same way as nouns of these declensions, except that those in -ius form the genitive and vocative regularly, that is, genitive, -iī, vocative -ie, not -ī, as in nouns. See 21.3 (a), (b).

2.—*Paradigm:* bonus; bona, bonum, *good*; base bon-.

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	bonus	bona	bonum	bonī	bonae	bona
G.	bonī	bonae	bonī	bonōrum	bonārum	bonōrum
D.	bonō	bonae	bonō	bonīs	bonīs	bonīs
Ac.	bonum	bonam	bonum	bonōs	bonās	bona
Ab.	bonō	bonā	bonō	bonīs	bonīs	bonīs

NOTE: Adjectives may be declined, at first, through one gender, then another, but it is much better to give the three genders of each case together.

3.—*Review 15.5, rule for agreement of adjectives.*

4.—*Vocabulary.*

altus, alta, altum, <i>high, deep</i>	novus, nova, novum, <i>new</i>
albus, alba, album, <i>white</i>	piger, pigra, pigrum, <i>lazy</i>
cārus, cāra, cārum, <i>dear</i>	faenum (fēnum), n., <i>hay</i>
lātus, lāta, lātum, <i>wide, broad</i>	praemium, n., <i>reward, pay,</i>
liber, libera, liberum, <i>free</i>	<i>hire</i>
niger, nigra, nigrum, <i>black</i>	trīticum, n., <i>wheat</i>

5.—*Exercise.*

(a) Translate 25.4(b), rapidly, at sight.

(b) Put into Latin orally: (1) The-farmer's sons praise the-high (*magnum*) price of-wheat. (2) The-boys are-bringing many eggs from the-barn. (3) The-queen is-giving new books (as) rewards to-good children. (4) Hay will-be dear tomorrow. (5) There-are black horses and white cows in the-barn. (6) Will-there-be (some) hay for-the-lazy farmer?

OPTIONAL

6.—*The Early Roman Forum.*

The settlers built their houses on the hills and along their sides. There was a small tract of low, marshy land lying at the foot of the Palatine, Velian, Esquiline, Viminal and Capitoline hills which was not suitable for any particular purpose, and because of this fact it gradually became a general gathering place for those who wished to sell something of small value, or merely to spend their leisure hours. The fountain of Juturna was near by, from which many families got their drinking water. Gradually this became the common place to which the people of the city and the farmers from the neighboring country brought what they had to sell. It became necessary for the government to place this little tract under its own control as the property

of the state. A great underground drain was made, called the Cloaca Maxima, which carried off the water to the river and made it possible for the people to go about over the whole of this public square, as we might call it although it was more nearly oblong in shape.



THE FORUM RESTORED,* BY LUCKENBACH

LESSON 27

SECOND DECLENSION, CONTINUED

- 1.—*Review 26.2, the declension of bonus.*
- 2.—*Written declension:* Like bonus, write out the declension of antīquus, antīqua, antīquum, *ancient*.
- 3.—*Vocabulary:* Guess the meaning of these adjectives:

amplus	hūmānus	necessārius
aptus	hūmidus	placidus
arduus	impius	pūblicus
barbarus	incertus	serēnus
dēnsus	ingrātus	sevērus
frīgidus	magnificus	timidus
glōriōsus	maritimus	torpidus

*By "Restoration" we mean a drawing of the object in accordance with the ideas of the artist.

Compare your guess with the meaning given in the vocabulary on the last pages of the book.

autumnus, m., <i>autumn</i> .	locus, m., <i>place</i> ; has
barbarus, m., <i>barbarian</i> , <i>savage</i> .	pl. <i>loca</i> , n.
calceus, m., <i>shoe</i> .	vestimentum, n., <i>clothing</i> , pl. <i>clothes</i> .
fluvius, m., <i>river</i> .	mūtō, <i>I-change</i> (like laudō).
glōria, f., <i>glory, fame</i> .	postulō, <i>I-demand, ask-for</i> (like laudō).

4.—*Exercise*.

(a) Write in Latin 26.5 (b).

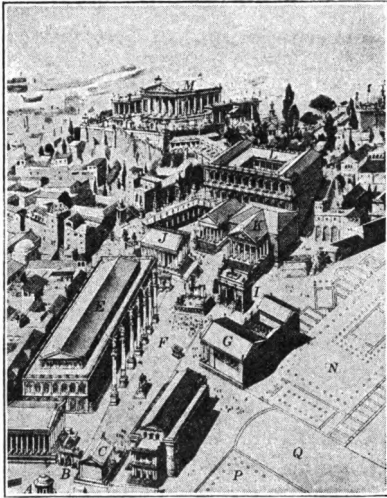
(b) Translate: (1) Rēgīna puerō bonō praemium amplum dabat. (2) Via ad glōriam est aspera et ardua. (3) Barbarī timidī multum frūmentum lēgātō portābunt. (4) Nauta aquilās in silvā dēnsā et asperā videt. (5) In autumnō vesperae sunt serēnae et frīgidae. (6) Puer calceōs et vestimenta hūmida mūtābit. (7) Cūr puellae amicis ingrātae erant?

OPTIONAL

5.—*The Early Roman Forum*—continued.

As the village grew into a town, and then into a great city, it was necessary for the markets to be moved away from the Forum, the cattle market going to one place, the hog market to another, and the vegetable market to yet another. The shop-keepers built upon the two long sides of the open space, especially the northern, where they continued to carry on their business until in later years it became necessary for the government to move them away

in order to place there some great public buildings. The senate house, called the Curia, was early built near one corner of the Forum, and in front of it was an open space



called the Comitium for the common people to hold their meetings. Several temples were built about the Forum, one to Castor and Pollux, one to Saturn, one to Concord, one to Vesta, and shrines were set up to a great many of the deities. The open space was used for public events, such as games during festivals in honor of the gods and the funeral ceremonies of prominent citizens.

THE FORUM IN EARLY TIMES
Restoration by Huelsen

LESSON 28

SECOND DECLENSION, CONTINUED

1.—*Paradigm*: equus pulcher, m., *beautiful horse*: base equ- pulchr-.

Singular

N. equus pulcher
G. equī pulchrī
D. equō pulchrō
Ac. equum pulchrum
Ab. equō pulchrō

Plural

equī pulchrī
equōrum pulchrōrum
equīs pulchrīs
equōs pulchrōs
equīs pulchrīs

2.—*In a similar manner decline together: aqua bona, f., good water; templum magnum, n., large temple.*

3.—*Names of boys. See 30.5*

Albertus, m., <i>Albert</i>	Mārcus, m., <i>Marcus, Mark</i>
Carolus, m., <i>Charles</i>	Paulus, m., <i>Paul</i>
Cornēlius, m., <i>Cornelius</i>	Petrus, m., <i>Peter</i>
Gualtērus, m., <i>Walter</i>	Ricardus, m., <i>Richard</i>
Gulielmus, m., <i>William</i>	Robertus, m., <i>Robert</i>
Henricus, m., <i>Henry</i>	Stephanus, m., <i>Stephen</i>
Iacōbus, m., <i>James</i>	Thomasius, m., <i>Thomas</i>

Latinize the names of all the boys in your class.

4.—*Vocabulary.*

ātrāmentum, n., <i>ink</i>	prō, prep. w. abl., <i>for, in-defense-of</i>
cum, prep. w. abl., <i>with,</i> <i>together-with</i>	pūgna, f., <i>fight</i>
malus, adj., <i>bad,</i> <i>wicked</i>	pūgnus, m., <i>fiſt</i>
pretiōsus, adj., <i>valuable,</i> <i>precious</i>	vesperī, adv., <i>in-the-evening</i>

5.—*Exercise.*

(a) Translate rapidly at sight 27.4 (b).

(b) Translate: (1) Robertus cum malō puerō pugnābat (2) Henricus et Iacōbus pulchra dōna puellis portābunt. (3) Gulielmus, athlēta, filius Stephani, multa praemia pretiōsa habet. (4) Paulus cartam et ātrāmentum ā Carolō postulābat. (5) Ubi Ricardus et Cornēlius herī vesperī (*last night*) erant? (6) Superatne Albertus Carolum? (7) Cūr Gualtērus equum album ex stabulō in agrum mittit? (8) Mārcus magnum pretium prō triticō exspectābit.

(c) Put into Latin orally: (1) Robert and Henry win- from William and Stephen in- (their)- fights. (2) Is James a-lazy boy? (3) Where is the-farmer's son? Walter, the- farmer's son, is-changing his-wet clothes. (4) The-sailor is- sending his-ungrateful sons, Cornelius and Peter, from the- island to-Rome.

 OPTIONAL

6.—Names of common trees.

aesculus, <i>buckeye</i>	cornus, <i>cornel, dog-</i>	fāgus, <i>beech</i>
<i>horse-chestnut</i>	<i>wood</i>	fraxinus, <i>ash</i>
alnus, <i>alder</i>	corylus, <i>hazel</i>	iūniperus, <i>juniper</i>
cerasus, <i>cherry-tree</i>	crataegus, <i>hawthorn</i>	laurus, <i>bay</i>
	cupressus, <i>cypress</i>	mālus, <i>apple-tree</i>

For gender of all trees, see the general rule, 15.3(b).

LESSON 29

SECOND DECLENSION, CONTINUED

1.—Vocabulary.

adolēscētulus, m., <i>boy</i> (of high school age)	avus, m., <i>grandfather</i>
angulus, m., <i>corner, angle</i>	capillus, m., <i>hair</i>
animus, m., <i>mind, spirit,</i> <i>soul, courage</i>	captivus, m., <i>captive</i>
ānulus, m., <i>ring</i>	circus, m., <i>circus</i>
avunculus, m., <i>maternal</i> <i>uncle</i>	ursus, m., <i>bear</i>
	ruber, adj., <i>red</i>
	vīdit, <i>he-saw</i>

2.—Exercise.

(a) Write in Latin 28.5 (c).

(b) Translate: (1) Henricus ad circum hodiē vēnit et camēlōs, leopardōs, sīmiōs, ursōs vīdit. (2) Gualtērī

capillus est ruber, sed Caroli niger. (3) Avunculus Roberti pecūniam multam discipulis dōnābat. (4) Avī Stephanō et Cornēliō fābulās multās narrant. (5) Captivus ex Asiā vēnit.

(c) Use the names of boys and girls in the class, or others in school, and prepare in Latin, six sentences of at least six words in each.

NOTE: For words which have not been given in the smaller vocabularies, students should consult the larger vocabulary on the last pages of the book.

OPTIONAL.

3—*State Seal: Missouri.*

Salūs populi suprēma lēx estō, *Let the safety of the people be the supreme law.*

4.—*Some well-known objects, all feminine.*

ancora, <i>anchor</i>	lanterna, <i>lantern</i>
antenna, <i>sail</i>	nāvicula, <i>small sail-boat</i>
carīna, <i>keel, ship</i>	prōra, <i>proW</i>
candēla, <i>candle</i>	raeda, <i>stage-coach</i>
habēna, <i>rein</i>	scapha, <i>skiff, rowboat</i>

Which of these words resemble English words?

LESSON 30

ROMAN NAMES

1.—*Roman names for men.*

Romans of the upper class had three names: the prae-nōmen, or first name, like our given name; the nōmen, or name of the gens or clan; the cognōmen, or family name: as, Pūblius Cornēlius Scīpiō belonged to the Cornelian gens, to the Scipio branch or family of that gens, and had the given name Publius.

2.—*Agnomen.*

Sometimes another name, called the agnōmen, was given to an individual because of some distinguished service, or for some other good reason. Thus the name Africanus was added to that of the great Scipio because of his service in Africa, making his full name Pūblius Cornēlius Scīpiō Africānus, to which was afterwards added, Māior.

3.—*Names of women.*

Women had no prænōmina, or personal names, but were known by the name of their gens or clan. Thus the daughter of Cāius Iūlius Caesar was Iūlia; of Mārcus Tullius Cicerō was Tullia. Other daughters of such a family would be called Iūlia Secunda or Minor; Tullia Secunda or Minor; Iūlia Tertia, Iūlia Quarta, and so on.

4.—*Roman boys.*

There were very few names available for Roman boys. The following are practically all, with their abbreviations:

A.	Aulus	Mam.	Māmercus
App.	Appius	N.	Numerius
C.	Cāius (pron. Gaius)	P.	Pūblius
Cn.	Cnaeus (pron. Gnaeus)	Q.	Quīntus
D.	Decimus	Ser.	Servius
K.	Kaesō	Sex.	Sextus
L.	Lūcius	Sp.	Spurius
M.	Mārcus	T.	Titus
M'.	Mānius	Ti.	Tiberius

5.—*Common names of boys and girls today.*

Alfrēdus,	m.,	<i>Alfred</i>	Georgius,	m.,	<i>George</i>
Arthūrus,	m.,	<i>Arthur</i>	Grātia,	f.,	<i>Grace</i>
Augustus,	m.,	<i>Augustus</i>	Helena,	f.,	<i>Helen</i>
Claudia,	f.,	<i>Claudia</i>	Herbertus,	m.,	<i>Herbert</i>

Claudius, m., <i>Claude</i>	Iōsēphus, m., <i>Joseph</i>
Cornēlia, f., <i>Cornelia</i>	Iūlia, f., <i>Julia</i>
Eduardus, m., <i>Edward</i>	Iūlius, m., <i>Julius</i>
Eugenius, m., <i>Eugene</i>	Lūcia, f., <i>Lucy</i>
Francisca, f., <i>Frances</i>	Marīa, f., <i>Mary</i>
Franciscus, m., <i>Francis, Frank</i>	Philippus, m., <i>Philip</i>
Fredericus, m., <i>Frederick</i>	Rūfus, m., <i>Rufus</i>

6.—*Exercise.*

Latinize the names of all the boys and girls in your class. Ordinarily we do not Latinize the family name: as, Gulielmus Henricus Smith; Marīa Francisca Jones.

NOTE:—After this lesson, pupils may discontinue marking the long vowels, unless it is ordered otherwise by the teacher.

Also, it is suggested to teachers that they may frequently find it advisable not to require any part of the exercise written. In most of the lessons provision is made for written work, but the same exercise reported orally may prove quite as satisfactory as it would be in writing. In case the oral plan is preferred, it is best to require that the sentence be given rapidly, first by one pupil, then by the class in concert.

LESSON 31

PERFECT, PLUPERFECT, AND FUTURE PERFECT OF LAUDŌ

1.—*Paradigm.*

(a) Perfect indicative active of laudō.

Singular	Personal ending
1. laudā'vi, <i>I-have-praised</i>	-ī (<i>I</i>)
2. laudāvi'stī, <i>you-have-praised</i>	-isti (<i>you</i>)
3. laudā'vit, <i>he-has-praised</i>	-it (<i>he</i>)
Plural	
1. laudā'vimus, <i>we-have-praised</i>	-imus, (<i>we</i>)
2. laudāvi'stis, <i>you-have-praised</i>	-istis (<i>you</i>)
3. laudāvē'runt, <i>they-have-praised</i>	-ērunt (<i>they</i>)

NOTE: The perfect is the third one of the principal parts of the verb, and the personal endings are added directly to the perfect stem. On personal endings, see 18.2.

(b) Pluperfect.

Singular	Personal ending
1. laudā'veram, <i>I-had-praised</i>	-m (<i>I</i>)
2. laudā'verās, <i>you-had-praised</i>	-s (<i>you</i>)
3. laudā'verat, <i>he-had-praised</i>	-t (<i>he</i>)
Plural	
1. laudāverā'mus, <i>we-had-praised</i>	-mus (<i>we</i>)
2. laudāverā'tis, <i>you-had-praised</i>	-tis (<i>you</i>)
3. laudā'verant, <i>they-had-praised</i>	-nt (<i>they</i>)

NOTE: The pluperfect uses the perfect stem, to which it adds the tense sign -era-, with the personal endings. It is, therefore, the perfect stem + the tense sign erā + the personal endings.

(c) Future perfect.

Singular	Personal ending
1. laudā'verō, <i>I-shall-have-praised</i>	-o (<i>I</i>)
2. laudā'veris, <i>you-will-have-praised</i>	-s (<i>you</i>)
3. laudā'verit, <i>he-will-have-praised</i>	-t (<i>he</i>)
Plural	
1. laudāve'rimus, <i>we-shall-have-praised</i>	-mus (<i>we</i>)
2. laudāve'ritis, <i>you-will-have-praised</i>	-tis (<i>you</i>)
3. laudā'verint, <i>they-will-have-praised</i>	-nt (<i>they</i>)

NOTE:—The future perfect tense is formed from the perfect stem laudāv- + the tense sign -eri- + the personal endings. The -i- is lost before -ō in the first person.

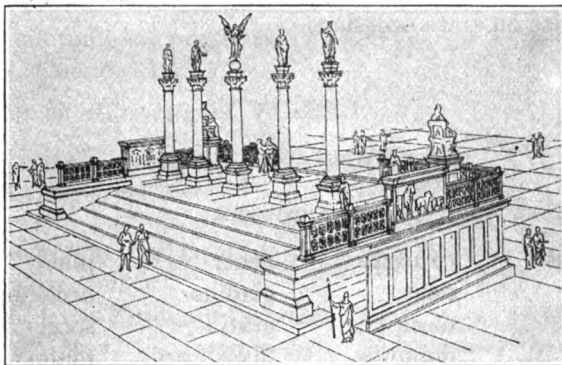
2.—*Vocabulary*: Decline four of these first declension nouns:

grātia, f., <i>charm, thanks, influence</i>	sententia, f., <i>opinion, sentiment, sentence</i>
iniūria, f., <i>harm, insult, injustice, injury</i>	tabula, f., <i>plank, painting, tablet, record</i>
memoria, f., <i>memory</i>	vīta, f., <i>life</i>

3.—*Exercise.*

Write in Latin six sentences, preferably jokes, in which you use the names of pupils in your class or in the school.

NOTE:—It is suggested that the teacher may now profitably place a bulletin board in the class room and invite students to offer little locals in Latin, for posting. These might be notices of school events, harmless jokes on students and teachers, and similar productions, all to be written in Latin. The best of these might be selected each week and used as material for a class drill in translation by hearing, or might be offered to the school paper, if there is one. Possibly some other publication used by the students might be willing to publish the best of these locals.



ROSTRA OF CAESAR, AS FIRST BUILT
Restoration by Huelsen

OPTIONAL

4.—*The Rostra.*

The Romans were great warriors, and, at the same time, like the Greeks they were great orators. Some of the temples had platforms in front from which speakers might be heard by the crowds which stood below, as in the case of the temple of Castor and Pollux, which was on one side of the Forum. The main platform, however, was known as the Rostra because it had been rebuilt and decorated in 338 B. C. by C. Maenius, who used in his decorations the

beaks of ships, called *rostra*, which he had captured in the great battle of Antium. The Rostra was in constant use by speakers who had some cause to present to the people. Caesar moved the Rostra from the place where it stood by the Comitium and placed it at the north end of the Forum, under the Capitol, and began the erection of a magnificent platform. His death prevented his completing it, but Antony and Augustus carried out his plan. It was 78 feet long, 33 wide, and 11 feet high, large enough not only for the speaker but for many statues and other decorations. The later emperors also appeared here at times with their full suite on state occasions.

LESSON 32

REVIEW OF VOCABULARIES

1.—*Latin*: Give English equivalent:

angulus	captivus	gener	puer
annus	deus	gladius	proelium
ānulus	discipulus	grātia	socer
auster	dominus	liber	tēlum
avunculus	faenum	niger	templum
bellum	(fēnum)	praemium	trīticum
calceus	frūmentum	poena	vīta
capillus			

2.—*English*: Give Latin equivalent, nominative and genitive:

aid	food	memory	slave
assistant	garden	mind	son
barn	gift	new	tablet
building	grandfather	number	town
children	high	people	word

clothing	horse	place	white
circus	injury	plain	wide
evening	kingdom	river	wind

NOTE:—It is suggested that this is an opportune time for a general review of all the vocabularies had thus far. The old time spelling-bee plan might be followed; that is, let two students choose sides, then let the teacher give out the words, some one meantime keeping a careful record of all mistakes. Two failures should be enough to drop out any contestant.

OPTIONAL

3.—*Proverb.*

Flamma fūmō est proxima. *Flame is very near to smoke.*
Plautus, Curculio 1.1.53.

4.—*Common abbreviations.*

A. D., Annō Domini, *in the year of our Lord.*

A. M., Ante meridiem, *before midday, or noon.*

e.g., exemplī grātiā, *for the sake of an example.*

etc., et cētera, *and the other things.*

i.e., id est, *that is.*

I.H.S., Iesus Hominum Salvator, *Jesus Savior of Men.*

I.N.R.I., Iesus Nazarenus Rēx Iudaeōrum, *Jesus of Nazareth, king of the Jews.*

N. B., Nota bene, *notice well, take notice.*

P. M., Post meridiem, *after midday, or noon.*

P. S., Post scriptum, *after the writing.*

S.P.Q.R., Senātus populusque Rōmānus, *the senate and the Roman people.*

vs., versus, *against.*

5.—*Nursery Rhyme: Humpty Dumpty.*

Humtius in mūrō requiēvit Dumtius altō;

Humtius ē mūrō Dumtius heu cecidit;

Sed nōn rēgis equī, rēginae exercitus omnis,

Humtī, tē, Dumtī, restituēre locō.

LESSON 33

REVIEW—OPTIONAL LESSON

- 1.—Explain the character of the stem of the second declension. Give the peculiar case forms. Give the rule of gender for this declension.
- 2.—Give the rule for the agreement of appositives; for the genitive with nouns; for the possessive genitive; for the agreement of adjectives.
- 3.—Inflect *laudō* in the six tenses of the indicative active.
- 4.—Explain the Roman names for men; for women.
- 5.—Write six sentences of six Latin words each, using words which you have already had.

NOTE:—The class should be assigned, in addition to the work above outlined, all the lessons of the second declension, and the drill should be very thorough on every point at which the students seem weak or uncertain. Let very much of the drill on forms be in concert, especially during the reviews.

OPTIONAL

6.—*Some common plants, all feminine.*

<i>avēna, oats</i>	<i>campānula, bluebell</i>	<i>epigaea, mayflower,</i>
<i>bāca, berry</i>	<i>carōta, carrot</i>	<i>trailing-arbutus</i>
<i>bēta, beet</i>	<i>cicūta, wild-carrot</i>	<i>faba, bean</i>
<i>brassica, cabbage</i>	<i>cucurbita, gourd</i>	<i>hedera, ivy</i>
		<i>herba, grass</i>

NOTE:—If you have studied botany, you will see the value of knowing some of these words: *as*, *avena* is a genus of some common grasses, *avena sativa* being the botanical name of our ordinary oats, *sativa* meaning *planted*, or *sown*; *epigaea repens* being our *trailing arbutus*, *repens* meaning *creeping*; *cucurbita lagenaria* being the botanical name of our common *gourd*, *lagena* meaning a *flask* or *bottle*.

LESSON 34

THIRD DECLENSION. CONSONANT AND I-STEMS,
GENITIVE IN -IS1.—*Character of the stem.*

Latin nouns and adjectives whose genitive singular ends in -is belong to the third declension. These are divided into two groups, consonant stems and i-stems, according to the character of the stem, which is seen most clearly before the ending -um of the genitive plural.

2.—*Paradigm, consonant stems:* cōnsul, m., base cōnsul-;
homō, m., *man*, base homin-.

Singular		Termination
N. cōnsul	homō	. .
G. cōnsulis	hominis	-is
D. cōnsulī	hominī	-ī
Ac. cōnsulem	hominem	-em
Ab. cōnsule	homine	-e
Plural		
N. cōnsulēs	hominēs	-ēs
G. cōnsulum	hominum	-um
D. cōnsulibus	hominibus	-ibus
Ac. cōnsulēs	hominēs	-ēs
Ab. cōnsulibus	hominibus	-ibus

3.—*Gender.*

It will be best to learn the gender of each word along with the word itself, owing to the fact that no rule can be made wholly complete. The following general rules will be of service:

1. Nouns having the nominative in -es, -er, -or, -ō, are masculine, provided there are more syllables in the genitive than in the nominative, i. e., the genitive increases.

2. Nouns having the nominative in *-es*, with the same number of syllables in the genitive as in the nominative, also in *-as*, *-us* (gen. *-ūtis*), *-is*, *-x*, and *-s* (if preceded by a consonant), are feminine.

3. Nouns ending in *-a*, *-e*, *-i*, *-y*, *-c*; *-l*, *-n*, *-t*, *-ar*, *-us* (gen. *-eris* or *-oris*) are neuter.

4.—*Vocabulary.*

ad, prep. w. acc., <i>near to</i>	honestus, adj., <i>honorable,</i> <i>of-good-family</i>
arbor,-oris, f., <i>tree</i>	
Caesar,-aris m., <i>Caesar</i>	imperātor,-ōris, <i>commander,</i> <i>general</i>
cōpiae,-ārum, f., <i>troops, forces</i>	optō, 1, (like laudō), <i>desire,</i> <i>wish</i>
Gallus, m., <i>a Gaul</i>	
	Rōmānus, adj., <i>Roman</i>

5.—*Exercise.*

(a) Translate: (1) Graecia cōpiās Pompēiī, Rōmānī cōsulis, exspectābat. (2) Cōsulēs litterās imperātōris populō recitant. (3) Lēgātus multum frūmentum ē prōvinciā cōsulibus mittit. (4) Gallī sunt hominēs asperī et barbarī. (5) Parantne puellae athlētis victōribus corōnās? (6) Caesar auxilium amplum ā cōsule postulat.

(b) Put into Latin orally: (1) The-consuls are-waiting-for-the-general's letter. (2) (There)-will-be a-large number-of-men in town tomorrow. (3) The-victors desired an-honorable reward. (4) Edward, the-sailor's son, saved the-children from the-water of-the-river. (5) Publius and Quintus will-run (current) in the-roads near the-consul's villa.

LESSON 35

THIRD DECLENSION, CONTINUED

1.—*Review 34.2, the declension of cōsul; homō.*

2.—*Paradigm: mīles, m., soldier; base milit-.*

Singular	Plural
N. mīles	militēs
G. militis	militum
D. militī	militibus
Ac. militem	militēs
Ab. milite	militibus

3.—*Vocabulary.*

Africa,	f., <i>Africa</i>	nātiō,-ōnis,	f., <i>nation</i>
Cassius,	m., <i>Cassius</i>	ōrātor,-ōris,	m., <i>orator</i>
Cicerō,-ōnis,	m., <i>Cicero</i>	pater, patris,	m., <i>father</i>
eques, equitis,	m., <i>horseman,</i> <i>knight</i>	pēs, pedis,	m., <i>foot</i>
frāter,-tris,	m., <i>brother</i>	plēbs, plēbis,	f., <i>common</i> <i>people</i>
labor,-ōris,	m., <i>labor, toil</i>	rēx, rēgis,	m., <i>king</i>
laus, laudis,	f., <i>praise</i>	virgō, virginis,	f., <i>maiden</i>
leō, leōnis,	m., <i>lion</i>	virtūs,-tūtis,	f., <i>virtue,</i> <i>courage</i>
lēx, lēgis,	f., <i>law</i>	iūcundus, adj,	<i>pleasant,</i> <i>agreeable</i>
libertās,-tātis,	f., <i>freedom,</i> <i>liberty</i>		
mulier, mulieris,	f., <i>wife, woman</i>		

4.—*English derivatives.*

Give some English words derived from these nouns.

5.—*Exercise.*

(a) Write in Latin 34.5 (a).

(b) Translate: (1) Imperātōrēs Rōmānī virtūtem militum laudant. (2) Cicerō litterās longās ad equitēs mittit. (3) Magna laus virī est iūcunda mulierī. (4) In Africā

leōnēs magnōs videt. (5) Lēgātus populī Rōmānī libertātem nātiōnum barbarārum laudābat. (6) Scriba lēgēs novās plēbī ex tabulīs pūblicīs recitāvit.

(c) Put into Latin orally: (1) The-wives and maidens praised (their)- brothers and fathers. (2) The-toil of-the-common-people has-given money to-kings and soldiers. (3) The-words of-a-good orator in a-splendid cause are pleasant.

LESSON 36

THIRD DECLENSION, CONTINUED

1.—*Review 35.2, the declension of miles.*

2.—*Paradigm: caput, n., head, chapter, capital; base capit-; corpus, n., body, person; base corpōr-.*

Singular

N. caput	corpus
G. capitis	corporis
D. capiti	corporī
Ac. caput	corpus
Ab. capite	corpore

Plural

N. capita	corpora
G. capitum	corporum
D. capitibus	corporibus
Ac. capita	corpora
Ab. capitibus	corporibus

3.—*Vocabulary.*

carmen,-inis, n., <i>song, poem,</i>	nōne, interrog. adv., <i>not</i>
<i>charm</i>	(94.3)
iter, itineris, n., <i>road,</i>	tempus,-oris, n., <i>time</i>
<i>journey</i>	vēr, vēris, n., <i>spring</i>
nemus,-oris, n., <i>grove</i>	(of year)
nōmen,-inis, n., <i>name,</i>	vulnus,-neris, n., <i>wound</i>
<i>reputation</i>	

4.—*English derivatives.*

Give English derivatives from these words.

5.—*Exercise.*

(1) Write in Latin 35.5 (c).

(2) Translate rapidly at sight 35.5 (b).

(3) Put into Latin orally: (1) The-boy sees the-shadows of-the-trees in the-woods and groves. (2) Spring is a-beautiful time-of-the-year. (3) What (*quid*) did Charles carry in the-basket? He-carried food for-his-horse. (4) The-poems of-Horace have-delighted the-Romans.

OPTIONAL

6.—*State Seal: Virginia.*

Sic semper tyrannis, *Thus always to tyrants.*

7.—*Some well-known birds, all masculine.*

caprimulgus, <i>whippoorwill</i>	passerculus, <i>small-sparrow</i>
corvus, <i>raven, crow</i>	pelicānus, <i>pelican</i>
cycnus, <i>swan</i>	phasiānus, <i>pheasant</i>
gallus, <i>rooster</i>	picus, <i>woodpecker</i>
mīmus, <i>mocking-bird</i>	sturnus, <i>starling</i>
milvus, <i>kite, hawk</i>	turdus, <i>thrush</i>

LESSON 37

ORDER OF WORDS

1.—*Normal order of words.*

Owing to the larger use of inflections, Latin has greater freedom than English in the arrangement of words. However, there is a normal order of words which the student should early observe, in so far as is possible.

2.—*General rule.*

The subject with its modifiers occupies the first part of the sentence, and the predicate with its modifiers occupies the last part.

3.—*Special rules.*

(a) The modifiers of the subject, if substantive, usually follow it; if adjective, they may either precede or follow.

(b) The modifiers of the predicate stand in order of their importance, commonly as follows: expressions of place, time, cause, or means; indirect object; direct object; adverb; verb.

(c) Pronominal adjectives, especially demonstrative and interrogative, generally precede their nouns; possessive adjectives regularly follow.

(d) The negative comes next before the word which it affects; if especially emphatic, it may stand first in the sentence.

(e) The verb *sum* may stand anywhere in the sentence.

(f) For the particles *enim*, *autem*, *vērō*, etc., see 98. 2.

(g) For the prepositions, see 74.

NOTE:—Students will notice that the normal order is not followed regularly by the best Latin authors. This is largely due to the use of what is called rhetorical order, as distinct from the normal. In this

the speaker or writer was at liberty to put emphasis upon such words as he wished, and this was done by varying the normal order. Considerations of rhythm also affect the order in some writers, especially Cicero.

Teachers are advised not to stress word order in written or oral exercises.

4.—*Exercise.*

(a) Translate: (1) Iūlia litterās ad mātrem ex itinere mittit. (2) Nōne carmina iūcunda magnī poētae amātis? (3) Templum altum in umbris nemoris fuerat. (4) Mīles animum ad vulnera in proeliis parāverat. (5) Homō animum et corpus habet. (6) Quid Carolus in capite habet? Habet vulnus.

(b) Put into Latin orally: (1) Caesar is-sending a splendid gift from Gaul to Cicero's brother. (2) Decimus has a-wound in the-head. (3) Has the-teacher time for (ad) journeys? (4) The-teacher has the-time, but he-has not much money. (5) Caesar is-reading-aloud to Cassius the-names of-the-good soldiers.

OPTIONAL

5.—*State Seal: Colorado.*

Nīl sine nūmine, *Nothing without God.*

6.—*Nursery Rhyme: Mistress Mary.*

O mea Maria,	<i>Mistress Mary,</i>
Tōta contrāria,	<i>Quite contrary,</i>
Quid tibi crēscit in hortō	<i>How does your garden grow?</i>
Testae et crotalī	<i>With silver bells,</i>
Sunt mihi flōsculī,	<i>And cockle-shells,</i>
Cum hyacinthīnō sertō.	<i>And hyacinths all in a row.</i>
Henricus Drury.	Gammer Gurton.

LESSON 38

THIRD DECLENSION, I-STEMS

1.—*Review 36.2, the declension of caput; corpus.*

2.—*Paradigm: hostis, m., enemy; base host-; vīs, f., force, quantity; base vi-, vir-; mare, n., sea, base mar-*

	Singular	
N. hostis	vīs	mare
G. hostis	vīs	maris
D. hosti	vī	marī
Ac. hostem	vim	mare
Ab. hoste	vī	marī
	Plural	
N. hostēs	vīrēs	maria
G. hostium	vīrium	marium
D. hostibus	vīribus	maribus
Ac. hostēs (īs)	vīrēs (īs)	maria
Ab. hostibus	vīribus	maribus

3.—*On the case forms.*

(a) Neuter i-stems have the ablative singular in *-ī*, and the nominative and accusative plural in *-ia*.

(b) The genitive plural of all i-stems ends in *-ium*.

(c) The following nouns may have the ablative singular in either *-e* or *-i*.

avis, f., <i>bird</i>	nāvis, f., <i>ship</i>
finis, m., <i>end, plur. territory</i>	turris, f., <i>tower</i>
ignis, m., <i>fire</i>	

4.—*I-stems, how distinguished.*

It is well to remember the genitive plural of words of the third declension, and associate this form with the

nominative singular. The following rules should be learned:

(a) General rule.

Nouns with the same number of syllables in the genitive as in the nominative are i-stems, and have *-ium* in the genitive plural.

(b) Special rules: The following are i-stems:

(1) Nouns having the nominative in *-is*, *-es*, provided there are not more syllables in the genitive than in nominative, i. e., do not increase.

(2) Nouns in *-ns* and *-rs*.

(3) Some nouns in *-tas*.

(4) Nouns of one syllable in *-s* or *-x* preceded by a consonant.

(5) Neuters in *-e*, *-al*, *-ar*.

5.—*Vocabulary.*

animal, *-mālis*, n., *animal*

cīvis, cīvis, m., *citizen*

fōns, fontis, m., *spring,*
fountain

gēns, gentis, f., *nation*

mōns, montis, m., *mountain*

urbs, urbis, f., *city*

iacit, *he-throws, casts*

mīsit, *he-sent*

timet, *he-fears, is-afraid-of*

6.—*Exercise.*

(a) Translate: (1) Puella avēs multās in arboribus videt. (2) Nauta vim ventōrum in marī timet. (3) Magna vis aquae in campō hodiē est. (4) Imperātōrēs Rōmānī barbarās gentēs vī et armīs superāvērunt. (5) Mīles ex turri altā tēla in cīvēs Rōmānōs iacit.

(b) Put into Latin orally: (1) The girls praised the great strength of the athlete. (2) The sailor's sons are

saving the-men and women from the ship. (3) Is the-little boy afraid-of the-high waves of-the-sea? (4) Caesar sent Cicero's brother into the-country of-the-enemy. (5) Walter sees from the-town a-great quantity of-water in-the-fields. (6) The-men are-bringing large trees into the-city from the-mountains.

LESSON 39

PRESENT, IMPERFECT, AND FUTURE OF MONEŌ

1.—Review 38.2, the declension of *hostis*; *vis*; *mare*.

2.—Paradigm.

(a) Present indicative active of *moneō*, *I-advise*, *do-advise*, *am-advising*.

Singular	Plural
1. <i>moneō</i>	<i>monēmus</i>
2. <i>monēs</i>	<i>monētis</i>
3. <i>monet</i>	<i>monent</i>

NOTE: The present stem is *monē-*, to which the personal endings are added directly.

(b) Imperfect: *I-advised*, *did-advise*, *was-advising*.

1. <i>monēbam</i>	<i>monēbāmus</i>
2. <i>monēbās</i>	<i>monēbātis</i>
3. <i>monēbat</i>	<i>monēbant</i>

NOTE: This tense is formed on the present stem *mone-* + *-bā-* the tense sign + the personal endings.

(c) Future: *I-shall-advise*.

1. <i>monēbō</i>	<i>monēbimus</i>
2. <i>monēbis</i>	<i>monēbitis</i>
3. <i>monēbit</i>	<i>monēbunt</i>

NOTE: This tense is formed on the present stem *mone-* + *-bi-* the tense sign + the personal endings. In the first person the *-i* is lost, and in the third plural it becomes *-u-* before *-nt*.

3.—*Vocabulary.*

caedēs, caedis, f.,	<i>murder,</i>	māter, matris, f.,	<i>mother</i>
	<i>massacre</i>	mēns, mentis, f.,	<i>mind, pur-</i>
canis, canis, m.,	<i>dog</i>		<i>pose</i>
collis, collis, m.,	<i>hill</i>	nox, noctis, f.,	<i>night</i>
dux, ducis, m.,	<i>leader,</i>	servitūs,-tūtis, f.,	<i>slavery</i>
	<i>commander,</i>	soror, sorōris, f.,	<i>sister</i>
	<i>general, guide</i>	vōx, vōcis, f.,	<i>voice, word</i>
honor, honōris, m.,	<i>honor</i>	gubernō, 1,	<i>steer, direct,</i>
iūdex, iūdicis, m.,	<i>judge</i>		<i>govern (like</i>
legiō, -ōnis, f.,	<i>legion</i>		<i>laudō)</i>

Which of the nouns are i-stems?

4.—*Exercise.*

(a) Write in Latin 38.6 (b).

(b) Translate: (1) Dux Rōmānus litterās ex Graeciā ad mātrem et sorōrēs misit. (2) Populus Rōmānus magnā vōce Cicerōnem cōnsulem postulābat. (3) Legiōnēs Caesaris multa p̄œlia in p̄vīnciā pugnāvērunt. (4) Deus animum et mentem hōminis gubernat. (5) Lēgātus populi Rōmāni ducēs legiōnum laudāverat.

(c) Put into Latin orally: (1) The general's mother fears the-voice of-the-rough soldier. (2) The-dog, always the-faithful (*fidēlis*) friend of-man, loves his-master. (3) The-leader of-the-soldiers does not fear the-forces (*cōpiās*) of-the-enemy on the-hill.

OPTIONAL

5.—*Names of well known substances.*

argentum, silver	lignum, wood	saxum, stone
aurum, gold	metallum, metal	stannum, tin
corallium, coral	nitrum, soda, niter	tignum, beam, log
ferrum, iron	plumbum, lead	vitrum, glass

LESSON 40

THIRD DECLENSION. ADJECTIVES OF THREE TERMINATIONS. MEANS AND INSTRUMENT. CAUSE

1.—Review 26.2, the declension of bonus.

2.—Paradigm: Adjectives of three terminations.

ācer, ācris; ācre, keen, eager, energetic; base acr-

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	ācer	ācris	ācre	ācrēs	ācrēs	ācria
G.	ācris	ācris	ācris	ācrium	ācrium	ācrium
D.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus
Ac.	ācrem	ācrem	ācre	ācrēs (īs)	ācrēs (īs)	ācria
Ab.	ācrī	ācrī	ācrī	ācribus	ācribus	ācribus

NOTE: Adjectives of the third declension have the same form in the three genders, except in the nominative and accusative. Adjectives of three terminations have i-stems. The ablative regularly ends in -i.

3.—Means and instrument.

RULE: The means or instrument with which, or by which, an action is performed is in the ablative, without a preposition: as, miles gladiō pugnat, *the soldier fights with a sword*; virtūte vincat, *he wins by his valor*.

4.—Cause.

RULE: The cause which leads to an action may be expressed by the ablative, without a preposition: as, miles amōre patriae dimicat, *the soldier fights because of his love for his country*.

5.—Vocabulary.

castra, -ōrum, n., pl.,	<i>camp</i>	equester, -tris, -tre, adj.,
flamma, f.,	<i>fire, flame</i>	<i>equestrian, cavalry</i>
Forum, n.,	<i>Forum</i>	pedester, -tris, -tre, adj.,
lignum, n.,	<i>wood, piece</i>	<i>pedestrian, infantry</i>
	<i>of-wood</i>	timeō, 2, <i>fear</i> (like moneō):

oculus, m., *eye* videō, 2, *see* (like moneō)
 periculum, n., *danger, peril*

NOTE: After verbs, 1 means first conjugation, like laudō; 2 means second, like moneō.

6.—*Exercise.*

(a) Translate: (1) Caesar Gallōs proeliis equestribus superāvit. (2) Pirāta oculis ācribus nāvēs populī Rōmāni vidēbat. (3) Cicerō in prōvinciā multa proelia cōpiis pedestribus pugnābat. (4) Eques periculum vitāe nōn timēbit. (5) Cūr Catilīna flammam et caedem urbī parābat? (6) Nauta parvō lignō magnam nāvem gubernat.

(b) Put into Latin orally: (1) Man has a-keen mind and keen eyes. (2) Caesar wishes an-equestrian statue in the-Forum at-Rome. (3) Caesar's soldiers are-conquering the-barbarians in-cavalry and infantry battles. (4) The-farmer is-saving his-buildings from (ex) the-risk of-fire.

OPTIONAL

7.—*Conversation about plowing.*

Mihi libet agricolam arantem vidēre.

I like to-see the farmer plowing.

Eum hinc ex silvā per arborēs vidēre possumus.

We-can see him from-here out-of the-woods through the-forest.

Quam rēctam lineam arātrō facit!

What a-straight line he-makes with-the-plow.

Arāre bene dēbet difficillimum esse.

To-plow well must be very difficult.

Crēdō; sed frāter meus optimē arat.

I-believe (you); but my brother plows very-well.

Interdum mē adiuvāre sinit.

Sometimes he lets me help.

LESSON 41

ADJECTIVES OF TWO TERMINATIONS. MANNER

1.—Review 40.2, the declension of *ācer*.

2.—Paradigm: Adjectives of two terminations, third declension. *omnis, omne all, every, the whole; base omn-*.

Singular		Plural	
m. f.	n.	m. f.	n.
N. <i>omnis</i>	<i>omne</i>	<i>omnēs</i>	<i>omnia</i>
G. <i>omnis</i>	<i>omnis</i>	<i>omnium</i>	<i>omnium</i>
D. <i>omnī</i>	<i>omnī</i>	<i>omnibus</i>	<i>omnibus</i>
Ac. <i>omnem</i>	<i>omne</i>	<i>omnēs (īs)</i>	<i>omnia</i>
Ab. <i>omnī</i>	<i>omnī</i>	<i>omnibus</i>	<i>omnibus</i>

NOTE: All adjectives of two terminations have, i-stems. The ablative singular regularly ends in *-ī*.

3.—Manner.

RULE: The manner in which an action is performed may be expressed by the ablative, usually with *cum*, unless the noun is modified by an adjective: as, *militēs cum cūrā labōrant*; *nautae magnā cūrā labōrant*, *the soldiers toil with care; the sailors toil with great care; cum cūrā* and *magnā cūrā* answer the question *how?* and are in the ablative.

4.—Vocabulary.

<i>cūra</i> , f., <i>care, pains</i>	<i>brevis</i> , <i>short, brief</i>
<i>diligentia</i> , f., <i>diligence, prudence, attention</i>	<i>difficilis</i> , <i>hard, difficult</i>
<i>industria</i> , f., <i>activity, industry</i>	<i>dulcis</i> , <i>sweet</i>
<i>modus</i> , m., <i>manner, means, limit</i>	<i>fortis</i> , <i>brave, strong</i>
<i>nātūra</i> , f., <i>nature</i>	<i>nōbilis</i> , <i>famous, noble</i>
<i>oppugnātiō</i> , f., <i>siege</i>	<i>turpis</i> , <i>disgraceful, dishonorable</i>
	<i>oppūgno</i> , 1, <i>attack, besiege</i>
	<i>habeō</i> , 2, <i>have, possess</i>

5.—*Exercise.*

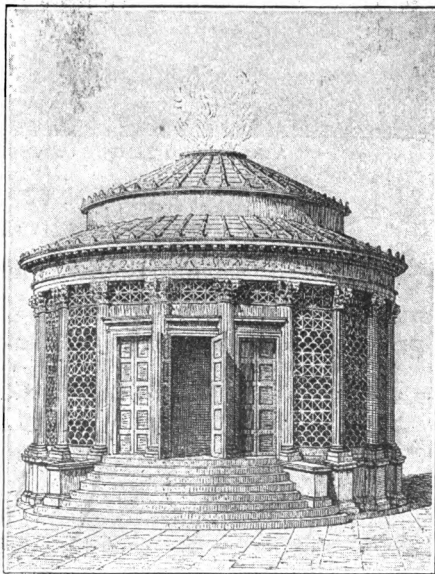
(a) Translate: (1) *Omnēs barbarī magnā cūrā et diligentiā agrōs arāvērunt.* (2) *Puer itinere arduō et difficilī in altōs montēs vēnit.* (3) *Agricola fontem aquae dulcis in silvā habet.* (4) *Caesar virtūte et industriā lēgātōrum Gallōs multīs proeliīs superāvit.* (5) *Cōsulēs memoriā cīvium fortium laudābunt.*

(b) Put into Latin orally: (1) Nature gives man a short life. (2) The roads in the Roman provinces are good. (3) The poet praises the noble forests on the high mountains. (4) Why is the boy sending a short letter to his mother?

OPTIONAL

6.—*The Temple of Vesta.*

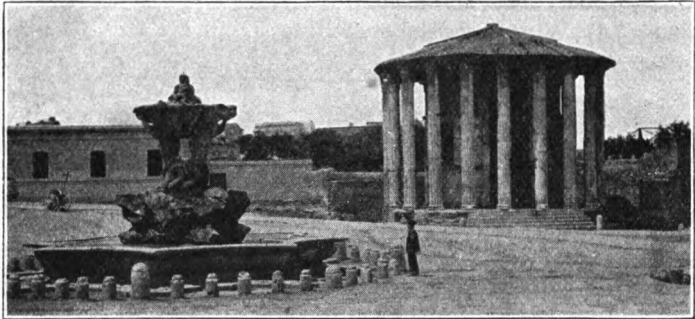
In the course of time a number of great temples were built facing the Forum, and no one of these is more interesting to us than the little temple of Vesta which stood at the south end of the old Forum. Vesta was the Latin goddess of the domestic hearth, and was much like the Greek Hestia. Fires sacred to her were kept burning on her



TEMPLE OF VESTA, RESTORED, BY HUELSEN

altars and Vestal virgins were charged with the duty of keeping the fires alive.

The shape of the temple was circular and not more than 33 feet in diameter on the inside. The ancient worship of Vesta may account for the circular shape of her temple which may point back to the shape of the chief's hut in primitive times. Then all the Italian towns had temples to Vesta and whenever new cities were founded by colonists they made haste to set up altars to her and brought fire for these from the altar at Rome.



A SO-CALLED TEMPLE OF VESTA IN ROME

LESSON 42

ADJECTIVES OF ONE TERMINATION

- 1.—*Review 41.2, the declension of omnis.*
- 2.—*Paradigm: Adjectives of one termination, third declension.*

prūdēns, intelligent, prudent; base, *prūdēt-*.

	m. f.	Singular	n.	m. f.	Plural	n.
N.	<i>prūdēns</i>	<i>prūdēns</i>	<i>prūdētēs</i>	<i>prūdēntia</i>		
G.	<i>prūdētis</i>	<i>prūdētis</i>	<i>prūdētium</i>	<i>prūdētium</i>		
D.	<i>prūdētī</i>	<i>prūdētī</i>	<i>prūdētibus</i>	<i>prūdētibus</i>		
Ac.	<i>prūdētē</i>	<i>prūdēns</i>	<i>prūdētēs</i>	<i>prūdēntia</i>		
Ab.	<i>prūdētī (e)</i>	<i>prūdētī (e)</i>	<i>prūdētibus</i>	<i>prūdētibus</i>		

NOTE: Adjectives of one termination have i-stems. They have -i in the ablative singular, usually.

3.—*Vocabulary.*

elephantus, m., <i>elephant</i>	praesēns, <i>present</i>
familia, f., <i>family, household</i>	recēns, <i>fresh, new, recent</i>
Hannibal, -balis, m., <i>Hannibal</i>	simplex, -plicis, <i>simple, straight-forward</i>
Adjectives	vēlōx, vēlōcis, <i>fast, swift</i>
ingens, <i>huge, vast</i>	vetus, veteris, <i>old, former</i>

4.—*Exercise.*

(a) Write in Latin 41.5 (b).

(b) Translate: (1) Nauta nāvem vēlōcem magnā cūrā gubernāvit. (2) Dux militum periculum praesens nōn timēbit. (3) Hannibal magnam vim elephantōrum ingentium habēbat. (4) Cicerō erat vir nātūrā ācer et prūdēns. (4) Orātor Scipiōnī, virō nōbili et prūdentī, laudem magnam dabat. (5) Iniūriae militum nōn sunt parvae.

(c) Put into Latin orally: (1) The-commander of-the-enemy is-sending letters to Caesar. (2) Elephants are intelligent animals. (3) The-soldiers ask-for the-rewards of-fresh victories. (4) The-girls are-bringing fresh eggs to town in (by means of)-the-old wagon.

OPTIONAL

5.—*Conversation: Caroline gets wet.*

Hodiē māne, cum in scaphā rēmigābāmus, Carolīna in fluvium incidit.

Estne laesa?

Nōn; ūnus enim ē puerīs eam rēmō in scapham ex aquā traxit.

Nōnne Carolīna natāre scit?

Early this-morning, when we-were-out-rowing, Caroline fell into the-river.

Was she hurt?

No; for one of the-boys pulled her with-an-oar into the-boat out-of the-water.

Doesn't Caroline know-how to-swim?

Paululum; sed vestimenta eam deōrsum trahēbant. *A-little; but her clothes were-pulling her down.*

Quid fēcissētis, si ea aquā paene suffocāta esset? *What would-you-have-done if she had been nearly drowned?*

LESSON 43

THIRD DECLENSION, CONTINUED. DATIVE WITH ADJECTIVES

1.—*Review 42.2, the declension of prūdēns.*

2.—*Paradigm: Decline together:*

mulier fēlix, f., *happy woman*; mare ingēns, n., *vast sea*;
puer fortis, m., *brave boy*

3.—*Dative with adjectives.*

RULE: Adjectives implying nearness, fitness, likeness, help, kindness, trust, obedience, and the like, with their opposites, govern the dative: as, equus et canis animālia sunt hominī fidēlia, *the horse and the dog are animals faithful to man.*

4.—*Vocabulary: adjectives*

fidēlis, <i>faithful, loyal</i>	inimicus, <i>hostile</i>
idōneus, <i>fit, suitable</i>	iucundus, <i>pleasant</i>

5.—*Exercise.*

(a) Write in Latin 42.4 (c)

(b) Translate: (1) Caesar lēgātum populō Rōmānō fidēlem habēbat. (2) Hostēs patriae Cicerōnī inimicī erant. (3) Causae magnī bellī simplicēs sunt. (4) Imperātor pugnam cum equitibus fortibus et vēlōcibus vidēbat.

(c) . Put into Latin orally: (1) Elephants are faithful to their-masters. (2) Do we-desire an-end of-(our)- present liberty? (3) The-memory of-recent injuries is not sweet to-(any)-man. (4) Why are the-brave soldiers faithful to-Caesar? (5) The-girls' letters are pleasing to-their-mothers. (6) Why are the-soldiers of-Caesar hostile to-Cicero?

OPTIONAL

6.—*Latin version, "Twinkle, twinkle, little star."*

Micā, micā, parva stella!
 Miror quænam sis, tam bella!
 Splendens eminus in illō,
 Alba velut gemma, caelō.

Quandō fervens Sōl discessit
 Nec calōre prāta pascit,
 Mox ostendis lūmen pūrum,
 Micāns, micāns per obscurum.

Modern, Author Unknown.

LESSON 44

REVIEW OF THIRD DECLENSION

OPTIONAL LESSON

- 1.—Explain the difference between consonant stems and i-stems.
- 2.—How do you tell whether a word is consonant or i-stem?
- 3.—Explain the normal order of words. Give the general rule. Give the special rule.
- 4.—Give the rule for means and instrument; cause; manner; the dative with adjectives.

5.—Give the conjugation of *moneō* in the present, imperfect, and future indicative active.

6.—*Vocabulary*: Give equivalent:

Latin		English	
arbor	frāter	commander	legion
carmen	inimicus	danger	nation
castra	lĕx	freedom	road, journey
cīvis	mōns	fountain,	ship
cūra	ōrātor	spring	spring (of
dux	pater	grove	year)
finis	soror	horseman	tree
fōns	vīctor	king	virtue
fortis	vōx	lion	voice

NOTE: In addition to the questions given, let the class prepare for review all the lessons on the third declension, following the plan of lesson 33, note.

OPTIONAL

7.—*Conversation about walking in the park.*

Hodiē, Carolīna, Helena,
Carole, Gulielme, spatiēmur
in silvā.

Tēcum laetē ibimus; avēs
enim et arborēs amāmus, et
omnia!

Scītisne dīversās arborēs
distinguere?

Nōn omnēs; sed nōvimus
bētullās; ecce bētullae albae
et nigrae et lūtae!

Litterās in cortice bētullae
albae scribere possumus.

*Today, Caroline, Helen,
Charles, and William, let's-
go-walking in the park.*

*Gladly we-will-go with you,
for we-love the-birds and trees,
and everything!*

*Do-you-know-how to-tell
the-different trees?*

*Not all; but we-do-know
the-birches. See the-white
and black and yellow birches!*

*We-can write a-letter on
the-bark of-the-white-birch.*

LESSON 45

FOURTH DECLENSION, STEMS IN -U, GENITIVE IN -ŪS

1.—*Character of the stem.*

Latin nouns ending in -us and -ū in the nominative, with the genitive in -ūs, belong to the fourth declension. These are called u-stems, because they have -u- as the character or final letter of the stem.

2.—*Paradigm:* manus, f., *hand, group* (of men), base, man-; lacus, m., *lake*, base, lac-; cornu, n., *horn, wing* (of army), base, corn-.

Singular

N. manus	lacus	cornū
G. manūs	lacūs	cornūs
D. manūi (manū)	lacūi (lacū)	cornū
Ac. manum	lacum	cornū
Ab. manū	lacū	cornū

Plural

N. manūs	lacūs	cornua
G. manuum	lacuum	cornuum
D. manibus	lacubus	cornibus
Ac. manūs	lacūs	cornua
Ab. manibus	lacubus	cornibus

NOTE: Nouns of this declension generally have -ibus in the dative and ablative plural, but lacus and portus have -ubus. In addition to the fourth declension forms, domus, f., *house*, has also domō in the dative and ablative singular, domōrum in the genitive plural, and domōs in the accusative plural; locative, domī, *at home*.

3.—*Gender.*

RULE: Nouns of the fourth declension ending in -us are masculine, except domus and manus, which are feminine, and those in -ū are neuter.

4.—*Vocabulary.*

Āfricānus, adj. <i>African</i>	portus,-ūs, m., <i>harbor</i>
currus,-ūs, m., <i>chariot</i>	senātus,-ūs, m., <i>senate</i>
exercitus,-ūs, m., <i>army</i>	sonitus,-ūs, m., <i>sound, noise</i>
frūctus,-ūs, m., <i>fruit, profit</i>	

5.—*Exercise.*

(a) Translate: (1) Caesar exercitum populō Rōmānō fidēlem habet. (2) Hostēs in manibus mīlitum Rōmānōrum sunt. (3) Cicerō multās nāvēs ad portum Āfricānum mittit. (4) Mīlitēs frūctum victōriæ optant. (5) Suntne pater et māter domi hodiē? (6) Sententia senātūs Cicerōni grāta est. (7) Ventus magnō sonitū dē montibus in campum vēnit.

(b) Put into Latin: (1) The-general sees large lakes and broad forests from the-mountains. (2) Where are-(there) harbors suitable for-ships? (3) A-loud noise is-coming out-of the-school.

OPTIONAL

6.—*The Vestal Virgins.*

The worship of Vesta was in the care of virgins, and no man, except the Pontifex, was allowed to enter her temple. The virgins were chosen by lot from the number of 20 selected from the best families each year. Only those who were between the ages of 6 and 10, physically perfect, with parents still living, could be selected by the Pontifex. When chosen, they went immediately to the home of the vestals, which was near by the temple, and began their preparation for service. Ten years were spent in learning, ten in serving, and ten in teaching others. After this period of thirty years they were at liberty to go to their homes, and even marry if they wished, but they seldom

left the temple service. They were dressed in pure white linen, with a purple border, and wore a wide purple mantle. They were held in reverence and were greatly honored. When they went abroad they were preceded by a lictor, at the public games they had seats of honor, and if on their walks they accidentally met a criminal on the way to execution he was immediately set free. They served their state well and during all the centuries there was little blame, if any, attached to these faithful watchers of the fires of the nation's guardian angel, as they regarded Vesta.



LE ROUX'S "SCHOOL OF THE VESTAL VIRGINS"

LESSON 46

FIFTH DECLENSION, STEMS IN *-ĕ*, GENITIVE IN *-ĕī*

1.—*Character of the stem.*

Latin nouns ending in *-ĕs* in the nominative, genitive *ĕī*, belong to the fifth declension. They are called *e*-stems because they have *-ĕ-* as the character or final letter of the stem.

2.—*Paradigm*: diēs, m., *day*, base di-; rēs, f., *thing, matter, subject, property*; base r-.

Singular		Terminations
N. diēs	rēs	-ēs
G. diēi	rēi	-ēi
D. diēi	rēi	-ēi
Ac. diem	rem	-em
Ab. diē	rē	-ē
Plural		
N. diēs	rēs	-ēs
G. diērum	rērum	-ērum
D. diēbus	rēbus	-ēbus
Ac. diēs	rēs	-ēs
Ab. diēbus	rēbus	-ēbus

NOTE: There are not many nouns in this declension, and diēs and rēs are the only nouns that are complete in the plural. The ending, -ēi is found where a consonant precedes, and -ēi where a vowel precedes.

3.—*Gender*.

RULE: Nouns of the fifth declension are feminine, except diēs, which is always masculine in the plural, and usually masculine in the singular.

4.—*Vocabulary*.

aciēs, -ēi, f., <i>edge, army, battle-line</i>	periculōsus, adj., <i>dangerous</i>
cōnsiliūm, n., <i>advice, plan</i>	similis, adj., <i>like</i>
fidēs, -eī, f., <i>loyalty, faith</i>	speciēs, -ēi, f., <i>appearance, figure, beauty</i>
necessārius, adj., <i>necessary, needful</i>	spēs, speī, f., <i>hope</i>
pars, partis, f., <i>share, part</i>	tūtus, adj., <i>safe</i>
	ūtilis, adj., <i>useful, profitable</i>

5.—*Exercise*.

(a) Translate: (1) Caesar aciēs hostium magnō numerō militum oppugnāverat. (2) Nautae cōpiam omnium rērum

ūtilium parant. (3) Puer memoriam multōrum diērum iūcundōrum habet. (4) Speciēs nāvium Rōmānārum barbaris nova est. (5) Cūr Cicerō ad Caesarem in spem auxiliī vēnit? (6) Pīrāta loca nāvibus periculōsa timet.

(b) Put into Latin orally: (1) In the-cold parts of-the-country, the-days are like the-nights. (2) Are the-lakes safe for-small boats? (3) The-ancient poets praised the-beautiful appearance of-the-gods and goddesses. (4) The-advice of-the-general will-be useful to-the-consul and senate. (5) The-horsemen of-the-enemy are-attacking the-city with-much hope and great courage.

OPTIONAL

6.—*Proverb.*

Exitus acta probat, *The-outcome tests the-things-done.*
Ovid, *Heroides* 2.85. (Washington's motto.)

7.—*Some much used words, all masculine.*

coquus, <i>cook</i>	dēnārius, <i>denarius</i> (a silver coin worth about 15 cents)
cubitus, <i>elbow, (18 inches)</i>	
cumulus, <i>pile, surplus</i>	diabolus, <i>devil</i>
cuniculus, <i>tunnel</i>	dolus, <i>fraud, trick</i>

LESSON 47

REVIEW OF DECLENSIONS

1.—*Table of endings of all the declensions.*

I.	II.	III.	IV.	V.
		Singular		
N. -a	-us,-um,-er,-ir		-us,-ū	-ēs
G. -ae	-i	-is	-ūs	-ēī,-ēī
D. -ae	-ō	-ī	-uī,-ū	-ēī,-ēī
Ac. -am	-um	-em	-um,-ū	-em
Ab. -ā	-ō	-e,-ī	-ū	-ē

		Plural			
N.	-ae	-ī,-a	-ēs,-a,-ia	-ūs,-ua	-ēs
G.	-ārum	-ōrum	-um,-ium	-uum	-ērum
D.	-īs	īs	-ibus	-ubus,-ibus	-ēbus
Ac.	-ās	-ōs,-a	-ēs,-īs,-a,-ia	-ūs,-ua	-ēs
Ab.	-īs	-īs	-ibus	-ubus,-ibus	-ēbus

2.—On the declensions.

1. The vocative is like the nominative in all the declensions except in nouns and adjectives of the second declensions ending in -us, where it ends in -e.

2. In neuters the nominative and accusative are alike, the plural ending in -a.

3. Masculines and feminines have -m in the accusative singular, and -s in the accusative plural.

4. The dative and ablative plural are alike.

5. The genitive plural ends in -um.

3.—Vocabulary.

Athēnae,-ārum, f., <i>Athens</i>	moenia,-ium, n., <i>city-walls,</i>
aurum, n., <i>gold</i>	<i>ramparts</i>
equitātus,-ūs, m., <i>cavalry</i>	peditātus,-ūs, m., <i>infantry,</i>
gemma, f., <i>jewel</i>	<i>infantry-force</i>

4.—Exercise.

(a) Write in Latin 46.5 (b).

(b) Translate: (1) Nihil arduum est militibus fortibus. (2) Cūr cōsulēs arma populō Rōmānō dant? (3) Ubi sunt hostium castra? (3) Barbarī multa dōna ex aurō ad Cicerōnem portant. (4) Hostēs moenia Athēnārum oppugnant.

(c) Put into Latin orally: (1) The-infantry-force is-throwing a-great quantity of-weapons from the-walls into

the-enemy's cavalry. (2) Does the-sailor see Rome from his-ship? (3) We-expect to-fight a-battle with the-savages. (4) The-boys want gold, and the-girls want jewels.

OPTIONAL

6.—*Conversation about gathering chestnuts.*

Quod nōmen est illis arboribus altis.

What is the-name of (to) those tall trees.

Illae sunt fāgī; nucēs parvās habent.

Those are beeches; they have little nuts.

Nucēs castaneae mihi placent; sed nōndum mātūrae sunt.

Chestnuts I like; but they are not ripe yet.

Cum frīgus veniet, bacillis longīs et saccīs magnīs sūmp-tīs, nucēs colligāmus.

When frost comes, taking long sticks and big sacks, let's-gather nuts.

LESSON 48

REVIEW OF GENDER. INDECLINABLE AND DEFECTIVE NOUNS

1.—*Review the special rules of gender for each declension:*

First, 4.5; second, 21.4; third, 34.3; fourth, 45.3; fifth, 46.3.

2.—*General survey of gender.*

(a) General rules.

Masculine	Feminine	Neuter
Names of male beings, rivers, winds, months	Names of female beings, countries, towns, islands, trees	Indeclinable nouns

(b) Special rules for each declension.

Masculine	Feminine	Neuter
<i>First Declension</i>		
-a		
<i>Second Declension</i>		
-us, -er, -ir		-um
<i>Third Declension</i>		
-es, -er, -or, -os, -o, with increase in the genitive.	-es (without in- crease) -as, -us, -x, -s (if a conso- nant precedes)	-a, -e, -i, -y, -c, -l, -n, -t, -ar, -ur, -us (gen. -eris or -oris)
<i>Fourth Declension</i>		
-us		-u
<i>Fifth Declension</i>		
-es		

NOTE: As previously stated, rules of gender have exceptions, and it is important that students early form the habit of associating the gender of a particular word with the word itself.

3.—*Indeclinable nouns.*

A few nouns are indeclinable, that is, they have one form in all cases: as, fās, n., *right*; nefās, n., *wrong*; instar, n., *likeness*; nihil, n., *nothing*.

4.—*Defective nouns.*

Many nouns lack some of the cases, owing largely to their meaning. They are as follows:

(a) Those used only in the singular.

- Names of individuals and places: as, Caesar, Rōma, Graecia.

2. Abstract nouns, especially of the fifth declensions, as, *fidēs, faith; iūstitia, justice.*

3. Names of materials: as, *aurum, gold.*

(b) Those used only in the plural.

1. Names of certain cities: as, *Athēnae, Delphī.*

2. Certain group words: as, *liberī, children; geminī, twins.*

3. Some special words: as, *arma, weapons; moenia, city-walls; castra, camp.*

5.—*Exercise.*

(a) Write in Latin 47.4 (c).

(b) Translate: (1) *Caesar cum legiōnibus ex castrīs in locum pugnae idōneum discēdit.* (2) *Fidēs est fundamentum iūstitiae.* (3) *Frātrēs geminī in oppidō sunt.* (4) *Pirāta nihil in insulā vidēbit.*

(c) Put into Latin orally: (1) Does the-sailor see Delphi from his-ship on the-sea? (2) The-soldiers are-getting-ready their-weapons for-the-battle. (3) The-farmer's family has twin girls.

OPTIONAL

6.—*Latin version, "Twinkle, twinkle, little star," concluded.*

Tibi, noctū quī vagātur,
 Ob scintillulam grātātur;
 Nī micārēs tū nōn sciret
 Quās per viās errāns iret.
 Meum saepe thalamum lūce
 Speculāris cūriōsā;
 Neque carpseris sopōrem
 Dōnec vēnit Sōl per auram.

Modern. Author Unknown

LESSON 49

VERBS

1.—*Verbs.*

Verbs in Latin, as in English, express a thought, whether it be a mere statement, a wish, or a command.

2.—*Conjugation.*

By conjugation we mean those changes made in the form of a verb to show its grammatical relations. Through its conjugation the verb expresses voice, mood, tense, person, and number.

3.—*Voice.* There are two voices:

(a) Active, which denotes that the action proceeds from the subject: as, *laudō, I-praise.*

(b) Passive, which denotes that the action is received by the subject: as, *laudor, I-am-praised.*

4.—*Mood, or Mode.* There are four moods:

(a) Indicative, which states a fact or asks a direct question: as, *laudō, I-praise; laudāsne? do-you-praise?*

(b) Subjunctive, which generally represents the action as possible, desired, or as conceived by the mind. This is the most difficult of the Latin moods and will be studied later.

(c) Imperative, which expresses a command, exhortation, or appeal: as, *laudā, praise.*

(d) Infinitive, which is in fact a verbal noun, with some of the uses of both nouns and verbs: as, *laudāre, to-praise.*

5.—*Tenses.*

(a) Tenses for incomplete action.

1. Present, which represents the action as taking

place at the present time: as, cōgitō, *I-am-thinking*.

2. Imperfect, which represents the action as taking place, or as continuing, in past time: as, cōgitābat, *he-was-thinking*.
3. Future, which represents the action as going to take place in future time: as, cōgitābō, *I-shall-think*.

(b) Tenses for completed action.

1. Perfect, which represents the action as just now completed, or merely as having taken place in past time: as, ambulāvī, *I-have-walked*; cōgitāvī, *I-have-been-thinking, I-have-just-now-finished-thinking*; also, *I-walked, I-thought*.
2. Pluperfect, which represents the action as completed in past time, before some other action: as, cōgitāveram, *I-had-thought, I-had-been-thinking*.
3. Future perfect, which represents the action as one to be completed before some other future action, expressed or implied: as, cōgitāverō, *I-shall-have-thought*.

6.—*Vocabulary.*

cīvitās,-tatis, f., <i>community, citizenship, state</i>	post, prep. w. acc., <i>after, behind</i>
cōgitō, 1., <i>think</i>	prīmus, adj., <i>first</i>
merīdiēs, acc. merīdiem, m., <i>noon</i>	probō, 1, <i>approve, test</i>
ius, iuris, n., <i>right, law</i>	rēs pūblica, rei pūblicae, f., <i>government, state</i>
ante, as prep., w. acc., <i>before, in-front-of</i> ; as adverb, <i>before, beforehand, previously</i> .	

7.—*Exercise.*

(a) Translate: (1) Quid (*what*) dē rē publicā militēs cōgitābant? (2) Imperātor Rōmānus lēgātōs amplōs in civitatēs Galliae mittēbat. (3) Dominus iūra omnia in (*over*) servōs habent. (4) Ubi erātis herī post merīdiem?

(b) Put into Latin orally: (1) There is a wide river behind our camp. (2) Cicero approved the words of the old soldier. (3) The soldier of the legion sees the statue of his general, Caesar, before the temple. (4) The communities of Gaul will be in the friendship of the Roman people.

OPTIONAL

8.—*State Seal: Massachusetts.*

Ense petit placidam sub libertāte quiētem, *With the sword she seeks calm peace under liberty.*

LESSON 50

TENSE, PERSON, AND NUMBER

1.—*Review 49.5, the tenses and their main uses.*

2.—*Tenses in each mood.*

(a) The indicative has all six tenses.

(b) The subjunctive has four, present, imperfect, perfect, and pluperfect.

(c) The imperative has two, present and future.

(d) The infinitive has three, present, perfect, and future.

3.—*Two groups of tenses.*

(a) Principal, which have to do with present and future time, are the present, future, and future perfect.

(b) Historical, which have to do with past time, are the imperfect, perfect, and pluperfect.

NOTE: Sometimes the perfect is used as a principal tense, as, in English, "I have walked"; but "I walked" is historical. It will be used only as historical in this book, when sequence is involved.

4.—*Person.*

As in English, there are three persons: first, second, and third. The imperative has no first person, and the infinitive has neither person nor number.

5.—*Number.*

There are two numbers, singular and plural.

6.—*Vocabulary.*

auctōritās,-tātis, f., <i>authority, influence</i>	noster,-tra,-rum, adj. pron., <i>our, ours</i>
Belgae,-arum, m., <i>Belgians</i>	ōrnō, 1, <i>provide, adorn, decorate, fit-out</i>
caelum, n., <i>sky, heaven</i>	rationē,-ōnis, f., <i>plan, arrangement, reason</i>
genus,-eris, n., <i>kind, sort</i>	sine, prep. w. abl., <i>without</i>
inter, prep. w. acc., <i>among</i>	
iūdicō, 1., <i>judge, consider</i>	

7.—*Exercise.*

(a) Translate: (1) Militēs locum idōneum castris iūdicant. (2) Cūr nautae nāvēs omnī genere armōrum ōrnant? (3) Rōmānī barbarōs rationē et cōsiliō et virtūte superant. (4) Nostra (*our*) civitās erat magnae auctōritātis inter Belgās. (5) Māter mea (*my*) omnēs discipulōs ad cēnam hodiē vocābit. (5) Inter lacum et montem iter erat lātum.

(b) Put into Latin orally: (1) The-senate is-calling the-soldiers to war, not without reason. (2) By-your-plans, you-are-getting a-great-deal of-money (much money). (3) The-birds fly between the-sea and sky. (4) Do you-like (*amō*) all sorts of-fruits?

OPTIONAL

8.—*The Forum as it is today.*

The photograph below shows the Forum as it is now. You have read in your history that the power of Rome gradually declined until real government ceased. During the middle ages the Forum lost its importance and was looked upon as a good place to throw the rubbish from the rest of the city. In this way this entire space was covered to a depth of 30 to 40 feet, and many of the great buildings and monuments were burned in kilns for the little lime thus obtained. It was not until about 1800 A. D. that anything was done towards excavating the Forum, and not



THE FORUM TODAY, LOOKING EAST

very much was really accomplished until the second half of that century. Now not only the Forum but the entire city has been examined by scholars employed by the government, so that there is not much more excavating to be done. The Forum is in many respects the most interesting place in the whole world, especially to one who is, or would like to be, a scholar. Some day when you go there you may walk along streets which once were familiar to

Cato, Scipio, Pompey, Cicero, Caesar, Augustus, and many others whose names are written large in the world's history. This part of the city is under control of the government and will always be kept for the benefit of the thousands who go there each year to see the ruins of what was once the center of the world's civilization.

NOTE: Read Byron's *Childe Harold*, Canto 4.78-79, "Oh Rome! my country!" and "The Niobe of Nations."

LESSON 51

THE CONJUGATIONS. PRINCIPAL PARTS. PRESENT SYSTEM

1.—*Conjugations.*

There are four conjugations, or ways of inflecting verbs, and all regular verbs follow one of these. They are distinguished from each other by the character of the stem, or by the endings of the infinitive.

Conjugation	Character	Infinitive	Model
First	-ā-	-āre	laudāre
Second	-ē-	-ēre	monēre
Third	-ĕ-	-ĕre	regere
Fourth	-ī-	-īre	audire

2.—*Principal parts.*

In conjugating a verb, it is necessary to know its principal parts or the forms which show the three stems of the verb. These are:

- (a) Present indicative, showing the present stem.
- (b) Present infinitive, showing the present stem.
- (c) Perfect indicative, showing the perfect stem.
- (d) Perfect participle, showing the participial stem.

NOTE: The principal parts of a deponent verb, also of all verbs in the passive voice, are the present indicative, present infinitive, and perfect participle.

3.—*Present system.*

On the present stem the following tenses are formed: Present, imperfect, and future indicative, active and

passive; present and imperfect subjunctive, active and passive; present and future imperative, active and passive; present infinitive, active and passive, present participle, gerundive, and gerund.

4.—*Examples for practice.*

Give the principal parts of the following verbs, all of which are regular, like *laudō*:

<i>amō</i> , 1, <i>love</i>	<i>labōrō</i> , 1, <i>toil, suffer</i>	<i>gravis</i> , adj., <i>heavy, severe</i>
<i>cantō</i> , 1, <i>sing</i>	<i>mūtō</i> , 1, <i>change</i>	<i>summus</i> , adj., <i>high-est, top-of</i>
<i>conlocō</i> , 1, <i>station, place</i>	<i>parō</i> , 1, <i>prepare</i>	<i>māne</i> , adv., <i>early; hodiē māne, this morning</i>
<i>dōnō</i> , 1, <i>give</i>	<i>portō</i> , 1, <i>carry</i>	
<i>fugō</i> , 1, <i>put-to-flight</i>	<i>spectō</i> , 1, <i>look-at</i>	
<i>iūdicō</i> , 1, <i>judge</i>	<i>vulnerō</i> , 1, <i>wound</i>	

5.—*Exercise.*

(a) Translate: (1) *Caesar copiās in summō monte conlocāvit.* (2) *Cūr militēs vulnera gravia nōn exspectābunt?* (3) *Hominēsne servōs liberābunt?* (4) *Cūr nōn exspectābās magistrum hodiē māne?*

OPTIONAL

6.—*Practice singing the famous student song "Lauriger Horatius," page 347.*

LESSON 52

PERFECT AND PARTICIPIAL SYSTEMS

1.—*Review 51.3, the tenses formed on the present stem.*

2.—*Perfect active system.*

On the perfect stem the following tenses are formed:

Perfect, pluperfect, and future perfect indicative; perfect and pluperfect subjunctive; perfect infinitive active.

3.—*Participial system.*

On the participial stem the following are formed:

Perfect participle passive; future participle active; supine.

(a) Perfect passive system. The perfect participle passive combines with forms of the verb *sum* to make the following tenses:

Perfect indicative passive, with *sum*: *as, amātus sum*; pluperfect indicative passive, with *eram*: *as, amātus eram*; future perfect indicative passive, with *erō*: *as, amātus erō*; perfect subjunctive passive, with *sim*: *as, amātus sim*; pluperfect subjunctive passive, with *essem*: *as, amātus essem*; perfect infinitive passive, with *esse*: *as, amātus esse*.

(b) The future participle active combines with *esse* to make the future infinitive active: *as, amāturus esse*.

(c) The supine in *-um* combines with *īrī* to form the future infinitive passive: *as, amātum īrī*.

4.—*Vocabulary.*

Columbus, m., <i>Columbus</i>	potestās, -tātis, f., <i>power, opportunity</i>
dēsiderō, 1, <i>wish-for, desire</i>	proximus, adj., <i>nearest, next.</i>
disputō, 1, <i>argue, debate</i>	last
nāvigō, 1, <i>sail</i>	
omnia, -ium, n. pl., <i>everything</i>	

5.—*Exercise.*

(a) Write in Latin 50.7 (b).

(b) Translate: (1) *Columbus ex Hispāniā parvīs nāvibus nāvigāvit.* (2) *Agrumne proximum silvae hōc (this) annō arāvisti?* (3) *Quid (what) post pugnam dēsiderāvisti?* (4) *Dēsiderāvimus magnum numerum rērum*

pretiōsārum. (5) Mariamne et Carolinam ad cēnam hodiē vesperī exspectāvistis? (6) Omne frūmentum ante noctem sine magnō labōre portāverāmus.

(c) Put into Latin orally: (1) Did-you-sail to Europe last year (*annō proximō*)? (2) No, but I-shall-sail next year (also *annō proximō*). (3) Have-you-set-free the-little birds? (4) George and John have-been-debating in-a-loud voice about (*dē*) everything. (5) The-pirates with-their-fast ships had-had the-harbors and the-sea in their-power. (6) The-senate named Pompey (as) the-commander of-the-army.

OPTIONAL

6.—*Conversation about the blacksmith.*

Mihi libet fabrum labō-rantem vidēre.

I-like to-see the-blacksmith working.

Fabrica proxima scholae est; eō igitur in intervallō saepe imus.

The-smithy is very-near the-school; so we-go there often at recess.

Faber ferrum candēns in incūde malleō tundit.

The-blacksmith strikes the-glowing iron on the-anvil with-his-hammer.

Scintillae omnēs in partēs volant, ut stellae.

The-sparks fly in all direc-tions like stars.

Soleās ex ferrō equis affi-git, et ōrās ferreās rotis.

He-fastens iron shoes on-the-horses, and iron tires on-the-wheels.

7.—*Nursery Rhyme: Hey, diddle, diddle.*

Heī didulum, atque iterum didulum, Fēlēsque Fidēsque
 Vacca super lūnae cornua prōsiluit
 Nesciō quā catulus rīsīt dulcēdine lūdī;
 Abstulit et turpī lanx cochleāre fugā.

LESSON 53

PERSONAL ENDINGS. TENSE SIGNS

1.—*Personal endings.*

The verb is conjugated by adding certain personal endings to the verb stem. These endings show not only person and number, but voice also. They are as follows:

	Person	Active	Passive	Meaning
Singular	First	-m, -ō	-r	<i>I</i>
	Second	-s	-ris, -re	<i>you</i>
	Third	-t	-tur	<i>he</i>
Plural	First	-mus	-mur	<i>we</i>
	Second	-tis	-minī	<i>you</i>
	Third	-nt	-ntur	<i>they</i>

These are the personal endings of both the indicative and subjunctive moods for all tenses except the perfect indicative active, which has the following endings:

Singular First	-ī	Plural	-imus
Second	-istī		-istis
Third	-it		-ērunt, -ēre

2.—*Tense signs.*

In the present indicative, for instance, the personal endings are added directly to the stem, as *laudā-mus*, but in most of the tenses certain mood and tense signs stand between the stem and the ending: as, *amā-bā-mus*. The tense signs for the indicative are as follows:

(a) Present tense: The personal ending is added to the present stem directly: as, *laud-ō*, *laudā-s*, *mone-ō*, *monē-s*. It will be noticed that stems in *-ā-* lose this by contraction, when the ending is *-ō*.

(b) Imperfect: *-bā-*, as *laudā-ba-m*, *monē-ba-m*.

(c) Future: -bi-, for the first and second conjugations, where -i- before -o- of the first person is lost by contraction, and becomes -u- before -nt of the third plural. For the third and fourth conjugations, the endings are added directly to the stem, the vowel before the ending being always -e-, except in the first person, which has -a-; as, laudā-bi-mus, monē-bi-mus; reg-am, reg-ēs, audi-am, audi-ēs.

(d) Perfect: The personal endings are added directly to the perfect stem: as, laudāv-ī, monu-ī, rēx-ī, audīv-ī.

(e) Pluperfect: -erā- added to the perfect stem: as, laudāv-erā-mus, monu-era-m.

(f) Future perfect: -eri-, added to the perfect stem, -i- before -ō- being lost by contraction: laudāv-eri-mus.

NOTE: If the stem to which the endings are added ends in a long vowel, this vowel becomes short before the endings -m, -t, -nt, and -r: as, laudat, laudant.

3.—*Examples for practice.*

Analyze the following forms, that is, divide into stem, tense sign, and personal ending:

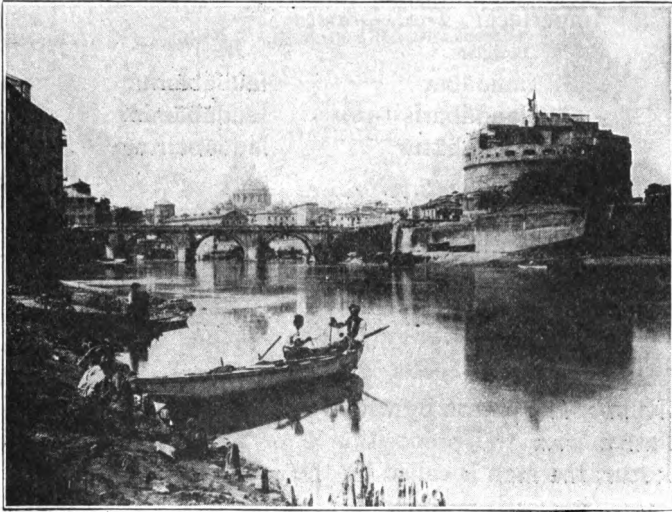
amābam	monēbit	vidēbās	amō
monēbam	pugnābo	amāmus	laudābō
portāvit	laudāverimus	vulnerāverās	vocābunt
nārrāvērunt	occupābis	servāvistis	parās
vocat	monuī	fui	vulnerābitis

OPTIONAL

4.—*The River Tiber.*

Turn to your map and you will see that the Tiber rises high up in the hill country about 200 miles from the coast, as the river runs. The early inhabitants regarded the Tiber with great veneration and made offerings to the river god who dwelt therein. The poets spoke of the flavus Tiberis, yellow Tiber, because of the muddy appearance

of the water. At the city the river is about 300 feet wide and 14 to 20 feet deep. Not infrequently the heavy rains in the mountains caused the banks to overflow and great damage was done to the lower parts of the city. This has happened more than 130 times since the settlement was made there. The Romans made embankments and appointed men to look after these, but it is only within the last few years that embankments high and strong enough have been built to protect the people adequately against the floods.



THE TIBER, AELIAN BRIDGE AND HADRIAN'S TOMB

LESSON 54

PRESENT, PERFECT, AND FUTURE INDICATIVE PASSIVE OF LAUDŌ

1.—*Review 8.2, present indicative active of laudō; 25.2, imperfect and future; 31.1, perfect, pluperfect, and future perfect.*

2.—*Paradigm.*

(a) Present indicative passive.

Singular	Personal ending
1. laudor, <i>I-am-praised</i>	-r (<i>I</i>)
2. laudāris (-re), <i>you-are-praised</i>	-ris (<i>you</i>)
3. laudātur, <i>he-is-praised</i>	-tur (<i>he</i>)
Plural	
1. laudāmur, <i>we-are-praised</i>	-mur (<i>we</i>)
2. laudāminī, <i>you-are-praised</i>	-minī (<i>you</i>)
3. laudantur, <i>they-are-praised</i>	-ntur (<i>they</i>)

(b) Imperfect: *I-was-praised*

Singular	Plural
1. laudābar	laudābāmur
2. laudābāris (-re)	laudābāminī
3. laudābātur	laudābantur

(c) Future: *I-shall-be-praised*

Singular	Plural
1. laudābor	laudābimur
2. laudāberis (-re)	laudābiminī
3. laudābitur	laudābuntur

3.—*Agent.*

RULE: The person by whom a thing is done is put in the ablative with the preposition *ā* or *ab*: as, *vir ā milite vocātur*, the man is called by the soldier.

NOTE: If the doer is a thing and not a person, the ablative of means is used, without a preposition. See 40.3.

4.—*Vocabulary.*

comparō, 1, <i>get together, pre- pare, compare</i>	gradus, ūs, m., <i>step, grade, standing</i>
confirmō, 1, <i>strengthen, en- courage</i>	imperium, n., <i>power, rule, empire</i>
dēspērō, 1, <i>despair</i>	lūx, lūcis, f., <i>light</i>

habitō, 1, <i>live, dwell, reside</i>	prudentia, f., <i>wisdom, prudence</i>
renovō, 1, <i>renew, start-up-again, revive, restore</i>	immortālis, adj., <i>immortal</i>
	tuus, pron. adj., <i>your, yours</i>

5.—*Exercise.*

Translate: (1) Cūram, industriam, prūdentiam tuam semper amāverāmus. (2) Litterās tuās ex primīs annī diēbus exspectāveram. (3) Imperātor animōs militum dōnīs renovāverit. (4) Cēna ā mātrem et sorōribus meis parābitur. (5) Ante omnēs discipulōs tua industria ā magistrō laudātur. (6) Multī nautae magnā nāvī portābantur. (7) Cicerō ā Caesare nōn amābātur.

OPTIONAL

6.—*Proverb.*

Parēs cum paribus facillimē congregantur, *Equals with equals most-easily are-gathered-together.*

Like our "Birds of a feather flock together".

7.—*State seal: South Carolina (in two parts).*

First part—Animīs opibusque parātī, *Ready with courage and wealth.* Virgil, Aeneid 2.799.

Second part—Dum spīrō spērō, *While I breathe I hope.*

8.—*Nursery Rhyme: Tom, Tom, the piper's son.*

Ille citharistae fīlius
Thōmās, Thōmās nōminātus,
Porculō surreptō currit:
Porcus cito mandūcātus
Thōmās, cito verberātus,
Ululāns per vīcum fūr it,
Ululāns per vīcum fūr it.

LESSON 55

THE PERFECT, PLUPERFECT, AND FUTURE
INDICATIVE PASSIVE OF LAUDŌ1.—*Review 52.3 (a), the perfect passive system.*2.—*Paradigm.*(a) Perfect indicative passive: *I-have-be-*

Singular	Plural
1. laudātus sum	laudātī sum
2. laudātus es	laudātī estis
3. laudātus est	laudātī sunt

(b) Pluperfect: *I-had-been-praised*

Singular	Plural
1. laudātus eram	laudātī erā
2. laudātus erās	laudātī erāt
3. laudātus erat	laudātī erāt

(c) Future perfect: *I-shall-have-been-pra-*

Singular	Plural
1. laudātus erō	laudātī erint
2. laudātus eris	laudātī eritis
3. laudātus erit	laudātī erunt

NOTE: It must be remembered that these participles in -us, -a, -um, and agree with their nouns in and case: as, *laudata est, she-has-been-praised.*3.—*Vocabulary.*

adversarius, m., <i>enemy, adversary</i>	excitō, 1, <i>rouse, stimulate</i>
commendō, 1, <i>recommend, commend, entrust</i>	recuperō, 1, <i>re-vest, -tra, -tr yours</i>

4.—*Exercise.*

(a) Read 54.5 (a), rapidly, at sight.

(b) Translate: (1) Militēs Caesaris spē victōriae ad virtūtem excitātī erant. (2) Magistrō ā patribus nostris commendātī sumus. (3) Nostra glōria et libertās virtūte nostrā recuperātae sunt. (4) Cōnsilia vestra crās multis causis mūtāta erunt. (5) Omnēs adversāriōrum cōpiae ā Caesare superātae erant.

(c) Put into Latin orally: (1) Tomorrow the-ships will-have-been-fitted-out by their-masters with-everything which is necessary. (2) Have your-money and your-new clothes been-recovered by the-brave man? (3) You-will-have-been-beaten by the-soldiers tomorrow morning (*crās māne*). (4) You-will-have-been-named consul by the Roman people.

OPTIONAL

5.—*Conversation about hunting.*

Placetne tibi autumnus?

Do you like autumn?

Maximē mihi placet,
vēnārī enim mihi licet.

*I like it very much, for then
I am allowed to hunt.*

Quid hīc vēnāris?

What do-you-hunt here?

Hīc sunt cuniculī et le-
porēs et coturnicēs et tetra-
ōnēs.

*There-are rabbits and hares
here and quail and grouse.*

Frāter meus saepe in Ca-
nadam vēnātum it.

*My brother often goes to
Canada to-hunt.*

Ibi cervōs et etiam alcēs
vēnātur. Annō proximō duo
capita cervōrum domum re-
portāvit.

*There he-hunts deer and
even elk. Last year he-brought
back home two stags' heads.*

LESSON 56

THE PERFECT, PLUPERFECT, AND FUTURE PERFECT
INDICATIVE ACTIVE OF MONEŌ. THE
INDICATIVE, PASSIVE OF MONEŌ

1.—*Review 39.2, the present, imperfect, and future indicative active of moneŏ.*

2.—*Paradigm.*

(a) Perfect indicative active, *monuī, I-advised, have-advised*

	Singular	Plural
1.	monuī	monuimus
2.	monuistī	monuistis
3.	monuit	monuērunt

(b) Pluperfect, *I-had-advised*

1.	monueram	monuerāmus
2.	monuerās	monuerātis
3.	monuerat	monuerant

(c) Future perfect, *I-shall-have-advised*

1.	monuerō	monuerimus
2.	monueris	monueritis
3.	monuerit	monuerint

3.—*Paradigm.*

(a) Present indicative passive, *I-am-advised*

	Singular	Plural
1.	moneor	monēmur
2.	monēris, -re	monēminī
3.	monētur	monentur

- (b) Imperfect, *I-was-advised*
- | | |
|-------------------|------------|
| 1. monēbar | monēbāmur |
| 2. monēbāris, -re | monēbāminī |
| 3. monēbātur | monēbantur |
- (c) Future, *I-shall-be-advised*
- | | |
|-------------------|------------|
| 1. monēbor | monēbimur |
| 2. monēberis, -re | monēbiminī |
| 3. monēbitur | monēbuntur |
- (d) Perfect, *I-was-advised, have-been-advised*
- | | |
|----------------|--------------|
| 1. monitus sum | monitī sumus |
| 2. monitus es | monitī estis |
| 3. monitus est | monitī sunt |
- (e) Pluperfect, *I-had-been-advised*
- | | |
|-----------------|---------------|
| 1. monitus eram | monitī erāmus |
| 2. monitus erās | monitī erātis |
| 3. monitus erat | monitī erant |
- (f) Future perfect, *I-shall-have-been-advised*
- | | |
|-----------------|---------------|
| 1. monitus erō | monitī erimus |
| 2. monitus eris | monitī eritis |
| 3. monitus erit | monitī erunt |

4.—*Vocabulary.*dēbeō, 2, *owe, ought*; dēbeōmonēre, *I-ought-to-advise*habeō, 2, *have, hold, consider*obteneō, -ēre, -uī, -tentus, *get, take, obtain, possess*perterreō, -ēre, -uī, -itus, *scare, frighten*teneō, -ēre, -uī, *hold, keep*timeō, -ēre, -uī, *fear, be-afraid-of*beneficium, n., *kindness, favor*dēns, dentis, m., *tooth*dolor, m., *pain, grief*ōrdō, -dinis, m., *row, rank, order*religiō, f., *scruple, religion*studium, n., *eagerness, enthusiasm, study*testimōnium, n., *witness, testimony, proof*numquam, adv., *never.*

5.—*Exercise.*

(a) Write in Latin 55.4 (c).

(b) Translate: (1) Caesar rēgem in suā (*his*) potestāte numquam habēbit. (2) Puellae gallinās albās sine causā semper timēbant. (3) Lēgēs sevērae civēs malōs perterruērunt. (4) Magnō studiō et labōre praemium amplum obtinueris. (5) Verbōrum ōrdinem magister mūtāverat. (6) Fortēs Caesaris militēs ex primō ōrdine collem obtinuerant.

OPTIONAL

6.—*Conversation about autumn fruits.*

Mihi autūmnus frūctuum causā placet.

I like autumn on-account of the-fruits.

Mihi quoque; māla enim magna et rubrā ex pōmariō habēmus.

I too, for we-have big red apples from the-orchard.

Māla nostra lūtea et dulcia sunt.

Our apples are yellow and sweet.

Māter mea ea cum saccharō et paululō aquae coquit; tum suavissima sunt.

My mother bakes them with-sugar and a-very-little water; then they-are very-sweet.

Ea cum lacte et saccharō edimus.

We eat them with milk and sugar.

Quālēs frūctūs in hortō tuō habēs?

What-sort-of fruits have-you in your garden?

Persica et pira sūcōsa habēmus.

We-have juicy peaches and pears.

Mihi libet, arbore ascēnsā, ea colligere.

I like (the-tree having-been-climbed) to-climb the-tree and to gather them.

LESSON 57

THE SECOND CONJUNCTION, CONTINUED

1.—*Review* 56.1, 2 and 3, the conjugation of *moneō*.

2.—*Vocabulary*.

augeō, *-ēre*, *auxī*, *auctus*, *increase, enlarge, strengthen*
cēseō, *cēnsēre*, *cēnsuī*, *census*, *think, conclude, decree*
doceō, *docēre*, *docuī*, *doctus*, *teach, inform, show*
iubeō, *-iubēre*, *iūssi*, *iūssus*, *order, command*
moveō, *movēre*, *mōvī*, *mōtus*, *move, affect*
prohibeō, *prohibēre*, *prohibuī*, *prohibitus*, *prevent, keep*
from, keep away
respondeō, *respondēre*, *respondī*, *respōnsus*, *reply, answer*
videō, *vidēre*, *vīdī*, *vīsus*, *see; in passive, be seen, or seem*
ōrātiō, *-ōnis*, *f.*, *speech, oration*
quantus, *adj.*, *how-great, how-much*
umquam, *adv.*, *ever*

NOTE: Learn the perfect indicative and the perfect participle carefully, as the irregularities in these forms must be watched.

3.—*Derivatives*.

In English we often have words ending in *-ion*, *-ive*, *-ure*, *-e*, derived from the participial stem, as in the above list, *auction*, *censure*, *jussive*, *motion*, *prohibitive*, *response* and *vision*. As you learn the principal parts, it will be helpful to fix the last in your mind by means of an English derivative.

4.—*Exercise*.

(a) Translate rapidly, at sight, 56.5 (b).

(b) Translate: (1) *Dolōres capitis nōn ab omnibus timentur.* (2) *Quanta pecūnia ā tuō patre hōc annō ex frūmentō et frūctibus obtinēbitur?* (3) *Quid dē cōsulibus senātus cēnsuit?* (4) *Caesar nihil lēgātīs Gallōrum respondebīt.* (5) *Cōpiaē hostium ā rēge augēbantur.*

(c) Put into Latin orally: (1) Will-you-keep the-children from danger of-fire? (2) We have never had many rows of-scholars in our-school. (3) You-will-have-owed your-father and mother a-great-deal (*multum*, n.). (4) Cicero's speeches used-to-move (imperf.) the-senate and the-people. (5) Have you ever seen the-statue of-Caesar in the-Forum?

OPTIONAL

5.—*Proverb.*

Dē fūmō ad flammam, *From the smoke to the flame.*
Ammianus 14.11.12.

Like our "Out of the frying pan into the fire."

6.—*Story. The Hen and the Golden Egg.*

Gallinam quaedam habēbat quae aurea ōva semper
a-certain-woman
 pariēbat. Putābat itaque aurum eī intus inesse. Statim
laid her inside to-be
 illam occīdit sed similem cēteris gallinīs repperit. Itaque
she-killed the-other found
 dīvitem sē fore arbitrāta, parvum quoque lucrum āmisit.
rich herself would-be thinking gain she-lost.

An Old Fable, Author Unknown.

LESSON 58

THE THIRD CONJUGATION. INDICATIVE ACTIVE AND
PASSIVE OF REGŌ. ALBLATIVE OF SEPARATION

1.—*Paradigm:* regō, regere. rēxi, rēctus, *rule, guide, direct.*

(a) Present indicative active and passive.

	Active		Passive
1.	regō regimus	regor	regimur
2.	regis regitis	regeris, -re	regimini
3.	regit regunt	regitur	reguntur

(b) Imperfect.

1. regēbam	regēbāmus	regēbar	regēbāmur
2. regēbās	regēbātis	regēbāris, -re	regēbāminī
3. regēbat	regēbant	regēbātur	regēbantur

(c) Future.

1. regam	regēmus	regar	regēmur
2. regēs	regētis	regēris, -re	regēminī
3. reget	regent	regētur	regentur

(d) Perfect.

1. rēxī	rēximus	rēctus sum	rēctī sumus
2. rēxistī	rēxistis	rēctus es	rēctī estis
3. rēxit	rēxērunt	rēctus est	rēctī sunt

(e) Pluperfect.

1. rēxeram	rēxerāmus	rēctus eram	rēctī erāmus
2. rēxerās	rēxerātis	rēctus eras	rēctī erātis
3. rēxerat	rēxerant	rēctus erat	rēctī erant

(f) Future perfect.

1. rēxerō	rēxerimus	rēctus erō	rēctī erimus
2. rēxeris	rēxeritis	rēctus eris	rēctī eritis
3. rēxerit	rēxerint	rēctus erit	rēctī erunt

2.—*The ablative of separation.*

RULE: Words denoting separation or privation take the ablative, with or without a preposition, to complete their meaning: as, *pīrātae ārās dōnīs spoliāvērunt*, *the pirates robbed the altars of their gifts.*

NOTE: The prepositions used are *ā*, *ab*, *dē*, *ē*, *ex*. Keep in mind that the word which takes the ablative indicates the *object taken away* from some person or thing, not the person deprived.

3.—*Vocabulary.*

dēfendō, dēfendere, dēfendī, dēfēnsus, *ward-off, protect, defend*

dīcō, dīcere, dīxī, dictus, *say, tell, speak*

dūcō, dūcere, dūxī, ductus, *lead, bring*

legō, legere, lēgī, lēctus, *pick out, read*

petō, petere, petīvī, petītus, *strive for, seek, beg, ask*

tegō, tegere, tēxī, tēctus, *cover, hide, protect*

vertō, vertere, vertī, versus, *turn*

contrā, prep. w. acc., *against*

4.—*Exercise.*

(a) Write in Latin 57.4 (c).

(b) Translate: (1) Militēs magnīs itineribus Rōmam petiērunt. (2) Caesar crās cōpiās ex montibus altīs in campum lātum dūxerit. (3) Omnēs magnā vōce auxilium ā Caesare petiverant. (4) Cūr, Pompēi, prōvinciās ā pirātīs summā virtūte dēfendistī?

(c) Put into Latin orally: (1) Have the-governor's men protected the-buildings from the-enemy? (2) Did-you-ask-for help from your-enemies in the-next town? (3) William brought his-sister from school today. (4) Caesar led the-new legions through the-woods against the-savages.

OPTIONAL

5.—*Proverb.*

Numquam sērō, modo bene. *Never too late, if only well.*

6.—*Story. The Fox and the Grapes.*

Fāmē coācta vulpes ūvam pendentem vīdit. Ad
By-hunger driven-on a-bunch-of-grapes hanging
 quam pervenire volēbat; sed quotiēns sē iactāvit,
to-reach he-wanted as-often-as he-jumped
 attingere nōn potuit.
touch-it was able

Continued. See 63.

LESSON 59

REVIEW

- 1.—Explain what is meant by conjugation; voice; mood; tense.
- 2.—How many conjugations are there? How are they distinguished?
- 3.—Name and define the voices; moods; tenses.
- 4.—Which tenses has the indicative mood? The subjunctive? The imperative? The infinitive?
- 5.—Name the principal tenses; the historical.
- 6.—Which are the principal parts of the verb? Which tenses are formed on the present stem? On the perfect active stem? On the participial stem?
- 7.—Give the personal endings of all the tenses, including the perfect.
- 8.—Explain the value of tense signs, and give the tense signs of each tense.
- 9.—Give the passive indicative of *laudō*.
- 10.—Give the indicative active and passive of *moneō*.
- 11.—Prepare six sentences of eight words each.

NOTE: In addition to the work assigned above, let the class prepare for review the lessons beginning with the 49th. Much of the review in class should be done by the students in concert.

 OPTIONAL
12.—*Bridges over the Tiber.*

In early times the settlers lived on the east bank of the Tiber, but just across the river was some very fertile soil which naturally tempted those who wished to raise crops for the markets. After some time a bridge was built over the river but there is a story that no nails were allowed in its construction and no fastenings were used as they feared that the Etruscans, their enemies, might cross the river before the defenders could tear down the bridge.

Turn to the map of the city and you will see the location of the bridges. They were built in the following order: Sublician, Aemilian, Fabrician, Cestian, Agrippan, Neronian, Aelian, Aurelian, and Proban. One other, the Mulvian, stands today, about three miles above the city. Several of these bridges, after having been repaired and rebuilt a number of times, still stand and join the two parts of Rome.



THE MULVIAN BRIDGE TODAY

Only the foundations belong to the ancient structure

LESSON 60

WRITTEN LESSON. OPTIONAL

NOTE: The questions for this lesson should be prepared by the teacher, and should be based on the entire text thus far, with special stress on the lessons since the last written test. If the teacher prefers, good results may be had from a general questioning by the class; that is, by allowing each pupil to prepare a set of questions as if for examination and either handing these in to the teacher who will present such questions as are worth while; or by allowing each pupil to ask his own questions and then submit to counter-questions from the class. It is sometimes profitable to vary the written lessons in this way.

LESSON 61

THE THIRD CONJUGATION, CONTINUED. RELATIONS
OF TIME

1.—Review 58.1, the conjugation of *regō*, active and passive.

2.—Time.

Relations of time are expressed as follows:

- (a) Time *when*, or *within which*, by the ablative: as, *diē septimō pervēnit, he came on the seventh day.*
- (b) Time *how long* by the accusative: as, *quīnque horās pugnavērunt, they fought for five hours.*

NOTE: Sometimes *per* with the accusative is used for greater emphasis.

3.—Vocabulary.

agō, agere, ēgī, āctus, do, perform, drive; with grātiās, to thank

cognōscō, -nōscere, -nōvī, -nitus, learn, find-out

cōgō, cōgere, coēgī, coāctus, force, compel, collect

gerō, gerere, gessī, gestus, carry-on, carry-out

mittō, mittere, misi, missus, send, send-away, let-go

pōnō, pōnere, posuī, positus, place, put, set, lay-down

quaerō, quaerere, quaesivī, quaesitus, look-for, hunt-for

relinquō, -ere, reliquī, relictus, leave

scribo, -ere, scripsī, scriptus, write

arātor, m., plowman

cupiditās, -tātis, f., desire, greed, cupidity

hōra, f., hour

bene, adv., well, successfully

nec, adv., and not, but not

4.—*Exercise.*

(a) Translate: (1) Ubi pater tuus arātōrēs hodiē māne reliquit? (2) Gallī nōn ante lūnam novam cōpiās coēgērunt. (3) Quaesivimus gallīnam albam multās hōrās in agrīs et silvīs nec vidimus. (4) In omnibus partibus Galliae Rōmānī rem bene gesserant. (5) Quid ā tuā mātrem heri quaerēbās?

(b) Put into Latin orally: (1) The-plowman will-leave the-wagon in the-fields many days. (2) What were-you-looking-for in the-house last night? (3) You-ought to-thank your mother and father today for their-kindness. (4) We carried-on war with our-enemies for-many years.

OPTIONAL

5.—*Conversation about aeroplanes.*

Māchināsne volantēs heri vidistī?

Did-you-see the-aeroplanes yesterday?

Ita, trēs simul vidī.

Yes, I-saw three at-once.

Quantum strepitum faciēbant!

What a-noise they-did-make!

Etiam, facile erat eās audire multō antequam vidēri possent.

Yes indeed; it-was easy to-hear them long before they-could be seen.

Velisne iter in unā ex illis machinīs facere?

Would-you-like to-make a-trip in-one of those-machines?

Nesciō; timērem, sed dēbet esse amoenissimum iter tam vēlōciter sub nebulās facere.

I-do-not-know; I-should-be afraid, but it-ought to-be very-delightful to-make a-trip so swiftly up-under the-clouds.

LESSON 62

THE FOURTH CONJUGATION

1.—*Paradigm*: audiō, audire, audīvī, audītus, *hear*.

(a) Present indicative.

Active		Passive	
Singular	Plural	Singular	Plural
1. audiō	audīmus	audiōr	audīmur
2. audīs	audītis	audīris, -re	audīminī
3. audit	audiunt	audītur	audiuntur

(b) Imperfect.

1. audiēbam	audiēbāmus	audiēbar	audiēbāmur
2. audiēbas	audiēbātis	audiēbāris, -re	audiēbāminī
3. audiēbat	audiēbant	audiēbātur	audiēbantur

(c) Future.

1. audiam	audiēmus	audiar	audiēmur
2. audiēs	audiētis	audiēris, -re	audiēminī
3. audiet	audient	audiētur	audientur

(d) Perfect.

1. audīvī	audīvimus	audītus sum	audītī sumus
2. audīvistī	audīvistis	audītus es	audītī estis
3. audīvit	audīvērunt, -ēre	audītus est	audītī sunt

(e) Pluperfect.

1. audīveram	audīverāmus	audītus eram	audītī erāmus
2. audīverās	audīverātis	audītus erās	audītī erātis
3. audīverat	audīverant	audītus erat	audītī erant

(f) Future perfect.

1. audīverō	audīverimus	audītus erō	audītī erimus
2. audīveris	audīveritis	audītus eris	audītī eritis
3. audīverit	audīverint	audītus erit	audītī erunt

2.—*Vocabulary.*aperiō, aperīre, aperuī, apertus, *open, explain*finiō, finīre, finivī, finītus, *end, limit*impediō, impedīre, impedivī, impeditus, *hinder, keep-away*inveniō, invenīre, invēnī, inventus, *find*mūniō, mūnīre, mūnivī, mūnītus, *fortify, protect*reperiō, reperīre, repperī, repertus, *find, learn*sciō, scīre, scīvī, scītus, *know, learn*sentiō, sentīre, sēnsī, sēnsus, *feel, notice, think*veniō, venīre, vēnī, ventus, *come, go*vinciō, vincīre, vinxī, vinctus, *tie, fetter*ortus, -ūs, m., *rising, rise*occāsus, -ūs, m., *setting*salūs, -ūtis, f., *safety, health*sōl, sōlis, m., *sun; occāsus*sōlis, *sundown*calidus, adj., *hot, warm*secundus, adj., *second, favorable*quandō, adv., *when?*quid, n., pron., nom. and acc., *what?*3.—*Exercise.*

(a) Write in Latin 59.4 (b).

(b) Translate: (1) Caesar cum omnibus cōpiīs ante ortum sōlis in castra nova vēnit. (2) Cūr Paulum, cīvem Rōmānum, vīxerant? (3) Rēs frīgidās et calidās facile sentīmus. (4) Quid dē frātris salūte scīvisti?

(c) Put into Latin orally: (1) When did-you-come from the-city to our-town? (2) The-birds in our-woods often sing before sundown. (3) Did-you-notice Walter's letter in Mary's book today?

OPTIONAL

4.—*Proverb.*

Fortiter in rē, suāviter in modō. *Bravely in deed, sweetly in manner.*

5.—*Conversation about haying.*

Eāmus in horreum et lūdāmus in faenō. *Let's-go to the barn and play in the-hay.*

Odōrem novī faenī amō. *I-love the-smell of-fresh hay; I like to-sleep in it.*

Mihi libet in eō dormīre. *I-helped my father when he-mowed the-barley, oats, and rye.*

Ego adiūvī patrem meum cum hōrdeum et avēnam et secāle meteret. *I-worked among the-harvesters; we-worked very-hard.*

Ego labōrāvī inter mes-sōrēs; vehementissimē labōrāvīmus. *We-couldn't be lazy, as (we can be) in school.*

LESSON 63

THE FOURTH CONJUGATION, CONTINUED. ABLATIVE OF ACCOMPANIMENT

1.—*Review 60.1, the conjugation of audiō.*

2.—*Written conjugation.*

Write out the conjugation of the following verbs, in the present, perfect, and future tenses, active and passive:

aperiō, aperiri, aperuī, apertus, *open.*

sentiō, sentire, sēnsi, sēnsus, *feel, perceive.*

3.—*Accompaniment.*

RULE: Accompaniment is expressed by the ablative with the preposition *cum*: *as, rēx lēgātum cum mīlitibus mīsit, the king sent the lieutenant with the soldiers, cum mīlitibus* indicating those accompanying the lieutenant.

4.—*Vocabulary.*

custōdiō, 4, *watch, guard, protect* mōs, mōris, m., *custom, habit, way*

forum, n., <i>market-place</i> , esp. <i>the Roman Forum</i>	aliēnus, adj., <i>another's</i> , <i>un- favorable</i>
magistratus, -ūs, m., <i>public office, officer</i>	reliquus, adj., <i>the-rest-of, the remaining</i>
metus, -ūs, m., <i>fear, dread</i>	etiam, adv., <i>also, even</i>
mors, mortis f., <i>death</i>	iam, adv., <i>already, now; iam nōn, no longer</i>

5.—*Exercise.*

(a) Write in Latin 60.3 (c).

(b) Translate: (1) Quid magistrātus in forō invēnērunt? (2) Militēs dē salūte dēspērānt et mortem etiam timent. (3) Caesar dē nātūrā et mōribus Gallōrum librum scrībēbat. (4) Post Cicerōnis mortem rēs pūblica Rōmāna nostram prōvinciam nōn custōdiēbat. (5) Lēgātī ex Britannīā ad Caesarem vērērunt cum ducibus.

(c) Put into Latin orally: (1) The-rest-of the-boys have already gone to the-river. (2) What had you already heard about the-general's death? (3) The-Romans will no longer decorate their forum with-statues and buildings. (4) Even animals feel hot and cold things. (5) They came into the-Forum with the-officers.

OPTIONAL

6.—*Proverb.*

Aliēna vitia in oculis habēmus; ā tergō nostra sunt
We have another's faults in sight; our own are at our back.

7.—*Story. The Fox and the Grapes, concluded.*

Irāta	dixisse	fertur:	"Nōlō	tē	mandūcāre
Angry	to-have-said	he-is-said	I-do-not-want		to-eat

acerbam, sed revertar ad tē postea cum eris mātūra."
sour I-will-return you later

An Old Fable, Author Unknown.

LESSON 64

THE FOUR CONJUGATIONS. REVIEW

1.—*Paradigm: Indicative mood, active.*

(a) Present.

laud	-ō	-ās	-at	-āmus	-ātis	-ant
mon	-eō	-ēs	-et	-ēmus	-ētis	-ent
reg	-ō	-is	-it	-imus	-itis	-unt
aud	-iō	-īs	-it	-īmus	-ītis	-unt

(b) Imperfect.

laud	-ā	} bam, -bās, -bat, -bāmus, -bātis, -bant
mon	-ē	
reg	-ē	
aud	-i-ē	

(c) Future.

laud	-ā	} -bō, -bis, -bit, -bimus, -bitis, -bunt
mon	-ē	
reg		} -am, -ēs, -et, -ēmus, -ētis, -ent
aud	-i	

(d) Perfect.

laudāv	} -ī, -istī, -it, -imus, -istis, -ērunt, (-ēre)
monu	
rēx	
audīv	

(e) Pluperfect.

laudāv	} -eram, -erās, -erat, -erāmus, -erātis, -erant
monu	
rēx	
audīv	

(f) Future perfect.

laudāv	} -erō, -eris, -erit, -erimus, -eritis, -erint
monu	
rēx	
audīv	

2.—*Written conjugation.*

In a similar way prepare a comparative view of these four verbs:

- (1) *exīstimō, think, believe, consider*
- (2) *retineō, keep-back, hold*
- (3) *tollō, tollere, sustulī, sublātus, raise, lift-up, pu:-aside*
- (4) *expediō, loosen, clear-up, get-ready*

3.—*Vocabulary.*

<i>celeritās, -tātis, f., speed,</i>	<i>officium, n., duty, service</i>
<i>quickness</i>	<i>praesidium, n., help, protec-</i>
<i>clārus, adj., bright, clear,</i>	<i>tion, garrison</i>
<i>famous</i>	<i>Scīpiō, -ōnis, m., Scipio</i>
<i>commūnis, adj., common</i>	<i>suspiciō. -ōnis, f., suspicion</i>

4.—*Exercise.*

(a) Write in Latin 63.5 (c).

(b) Translate: (1) *Marīa domum sine suspiciōne parvārum puellārum veniēbat.* (2) *Cūr Scīpiō pecūniās ex templō deae tollet?* (3) *Imperātor omnem spem salūtis in celeritāte pōnēbat.* (4) *In portū nostrō nāvīs longās et multās expediunt.* (5) *Caesar magnīs praesidiīs partem Galliae in officiō tenuit.*

(c) Put into Latin orally: (1) *We-shall-owe you generous rewards for (of) service.* (2) *Will-you-leave large garrisons for-our-camp?* (3) *Frances lifted-up her-books from the-table.* (4) *The-moon sends the-sun's clear light upon the-earth.* (5) *The-scholars praise the-athletes' speed.*

OPTIONAL

5.—*Riddle. Dē Fūmō.*

Sunt mihi, sunt lacrimae; sed nōn est causa dolōris.
 Est iter ad caelum, sed mē gravis impedit āēr,
 Et quī mē genuit, sine mē nōn nāscitur ipse.

A free translation:

Symposium VII.

*I have tears, yes, I have; but it is not on account of sorrow.
 My journey is to the skies, but the heavy air impedes me.
 He who was my father is not himself born without me.*

LESSON 65

THE FOUR CONJUGATIONS, CONTINUED. REVIEW

1.—*Paradigm: indicative mood, passive.*

(a) Present.

laud	-e	}	or	laud -ā	}	-ris	laud -ā	}	-tur
mon	-e			mon -ē			mon -ē		
reg	-i			reg -e			reg -i		
aud	-i			aud -ī			aud -ī		
laud	-ā	}	-mur	laud -ā	}	-minī	laud -a	}	-ntur
mon	-ē			mon -ē			mon -e		
reg	-e			reg -i			reg -u		
aud	-ī			aud -ī			aud -iu		

(b) Imperfect.

laud	-ā	}	-bar, -bāris (-bāre), -bātur, -bāmur, -bāmini,				
mon	-ē			}	-bantur		
reg	-ē					}	-bantur
aud	-i-ē						

(c) Future.

laud	-ā	}	-bor, -beris (-bere), -bitur, -bimur, -biminī, -buntur
mon	-ē		
reg	-i	}	-ar, -ēris (-ēre), -ētur, -ēmur, -ēminī, -entur
aud	-i		

(d) Perfect.

laudā	}	-tus sum, -tus es, -tus est, -tī sumus, -tī estis, -tī sunt
moni		
rēc		
audī		

(e) Pluperfect.

lauda	}	-tus eram, -tus erās, -tus erat, -tī erāmus, -tī erātis, -tī erant
moni		
rēc		
audī		

(f) Future perfect.

laudā	}	-tus erō, -tus eris, -tus erit, -tī erimus, -tī eritis, -tī erunt
moni		
rēc		
audī		

2.—*Written conjugation.*

In a similar way prepare a comparative view of these four verbs:

spoliō, 1, <i>rob, plunder</i>
sustineo, 2, <i>support, endure</i>
coniungō, 3, <i>connect, unite, combine, join</i>
dēfīniō, 4, <i>bound, limit, define, set</i>

3.—*Vocabulary.*

adulēscēns, -entis, m., f., <i>young man, young woman</i>	Scythia, f., <i>Scythia</i>
impetus, -ūs, m., <i>attack, on- set</i>	tribūnus, m., <i>tribune</i>
Persia, f., <i>Persia</i>	voluntās, -tātis, f., <i>will, wish</i>
	improbus, adj., <i>wicked, bad</i>
	tum, adv., <i>then, at-that-time</i>

4.—*Exercise.*

(a) Write in Latin 64.4 (c).

(b) Translate: (1) Quando domus nostra ā pīrātīs spoliāta est? (2) Nōne impetūs mīlitum ab adūlēscentibus sustinēbuntur? (3) Imperium populī Rōmānī Scythiā et Persiā dēfīniēbātur. (4) Tum ab multīs adūlēscentibus honestīs dēfendēbāmur.

(c) Put into Latin orally: (1) When will our-school be-united with the-school of-the-young-men? (2) Our-country is-bounded by-the-sea and by-the-forests. (3) At-that-time the-young-men of-good-family were appointed (*faciō*) tribunes. (4) We-shall-be-scared by-the-words of-the-wicked-man.

OPTIONAL

5.—*State seal: Connecticut.*

Quī trānstulit, sustinet. *He who transported, sustains.*

6.—*Fable. The Raven's Birthday.*

Corvus, simulāns sē nātālem celebrāre, avēs ad cēnam
A raven pretending a-birthday
 invitāvit. Deinde ingressus clausit ōstium et singulātīm
Then having-come-in the-door one-by-one
 coepit occidere eās.
began to-kill them.

An Old Fable, Author Unknown.

LESSON 66

VERBS IN -IŌ OF THE THIRD CONJUGATION

1.—*Verbs in -iō.*

Some verbs of the third conjugation in -iō have all forms of the present system in which -i- is followed by a vowel exactly like verbs of the fourth conjugation. It will be noticed that the usual -ie- of these tenses weakens to -e- before -re, and to -i- before -m, -s, and -t, except in

the future. Except in the forms indicated, these verbs are inflected like *regō*. It is important to watch the infinitive of verbs ending in *-iō*, in order to determine whether they belong to the third or the fourth conjugation.

2.—*Paradigm: capiō, capere, cēpī, captus, take, catch.*

(a) Present indicative active and passive.

Active		Passive	
Singular	Plural	Singular	Plural
1. capiō	capimus	capior	capimur
2. capis	capitis	caperis, -re	capimini
3. capit	capiunt	capitur	capiuntur

(b) Imperfect.

1. capiēbam	capiēbāmus	capiēbar	capiēbāmur
2. capiēbas	capiēbātis	capiēbāris, -re	capiēbāmini
3. capiēbat	capiēbant	capiēbātur	capiēbantur

(c) Future.

1. capiam	capiemus	capiar	capiemur
2. capiēs	capietis	capieris, -re	capiemini
3. capiet	capient	capietur	capientur

(d) Perfect.

1. cēpī	captus sum
---------	------------

(e) Pluperfect.

1. cēperam	captus eram
------------	-------------

(f) Future perfect.

1. cēperō	captus erō
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3.—*Other verbs of this class.*

cupiō, cupere, cupivī, cupītus, *desire, wish*
 faciō, facere, fēcī, factus, *make, do*
 fodiō, fodere, fōdī, fossus, *dig, pierce*

fugiō, fugere, fūgī, *run-away, escape*

iaciō, iacere, iēcī, iactus, *hurl, throw*

pariō, parere, peperī, partus, *bring-forth, produce, get, lay*
(birds)

rapīō, rapere, rapuī, raptus, *tear, rend, seize, carry off*

4.—Vocabulary.

ceterus, adj., *the other, remaining*; pl., *the rest*

fenestra, f., *window*

ferē, adv., *almost, about*

lapis, -idis, m., *stone*

mox, adv., *soon*

nix, nivis, f., *snow*

pōmārium, n., *orchard*

paucī, -ae, -a, adj., plur.,
few, a-few

puteus, -eī, m., *well*

5.—Exercise.

(a) Write in Latin 65.4 (c).

(b) Translate: (1) Rōmānī agrōs lātōs in Galliā ex hostibus mox capient. (2) Ubi novum puteum fodiēmus? (3) Quid summā voluntāte cupiēbās? (4) Paucī militēs ex caede fūgērunt summā celeritāte. (5) Puerī lapidēs multōs in portam horrei iaciēbant. (6) Animālia omnia ferē cibōs rapiēbant.

(c) Put into Latin orally: (1) Will the-soldiers seize the-ships in the-harbor? (2) Almost all the-children escaped from the-building without harm. (3) John, a-naughty boy, has-thrown his-dog into a-deep well. (4) The-farmer has many hens; will-they-lay eggs this year? (5) Shall-we-throw snow down-from (*dē*) the-windows on the-other boys? (6) We-were-digging yesterday in the-orchard by the-road.

OPTIONAL

6.—Song.

Practice singing the famous song "Gaudeamus Igitur," on page 348.

7.—*Latin words unchanged in English.*

actor	dictator	fungus	ignoramus
agitator	doctor	genus	pauper
animal	exterior	honor	senior

LESSON 67

PRONOUNS

1.—*Personal pronouns.*

The personal pronouns of the first person are *ego, I*, and *nōs, we*; of the second, *tū, you*, and *vōs, you*; of the third person, there is no regular form, but *ille, is*, or some other demonstrative is often used.

2.—*Paradigm: ego, I; tū, you.*

Singular	Plural
N. <i>ego, I</i>	<i>nōs, we</i>
G. <i>meī, of me</i>	<i>nostrūm, nostrī, of us</i>
D. <i>mihi, mī, to me</i>	<i>nōbīs, to us</i>
Ac. <i>mē, me</i>	<i>nōs, us</i>
Ab. <i>mē, by me</i>	<i>nōbīs, by us</i>
N. <i>tū, you</i>	<i>vōs, you</i>
G. <i>tuī, of you</i>	<i>vestrum, vestrī, of you</i>
D. <i>tibi, to you</i>	<i>vōbīs, to you</i>
Ac. <i>tē, you</i>	<i>vōs, you</i>
Ab. <i>tē, by you</i>	<i>vōbīs, by you</i>

3.—*Use of pronouns.*

The personal pronouns are not used except when they are necessary to give emphasis, or to avoid ambiguity: as, *tē laudō, I am praising you*, *ego* is not necessary in a simple statement; but in *ego tē laudō, I am praising you*, the emphasis upon the first person is evident.

4.—*Vocabulary.*

breviter, adv., *concisely,*
briefly

hīc, adv., *here*

plūs, plūris, adj., *more*

quam, adv., *than*

simul, adv., *at-the-same-time*

Catō, -ōnis, m., *Cato*

Metellus, m., *Metellus*

5.—*Exercise.*

(a) Translate: (1) Nōs hīc tē expectābimus. (2) Ad mē dē tē nihil scrīpsistī. (3) Liber tibi mittētur. (4) Ego tibi nihil dē meā puellā scrībam. (5) Metellus est cōsul et nōs amat. (6) Catōnem nōn tū amās plūs quam ego. (7) Praemia nōbīs erunt crās. (8) Caesar habet ā nōbīs plūs quam postulāvit.

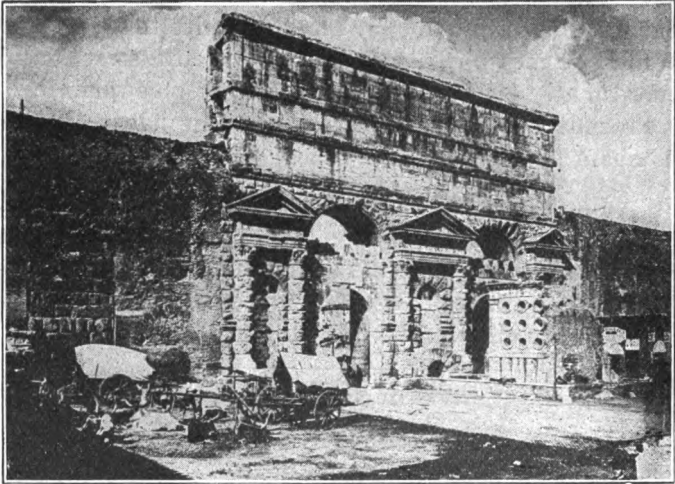
(b) Put into Latin: (1) Claudius is unfriendly to-us. (2) What shall-I-write to you? (3) Many letters were-sent by you to me, but all came at-the-same-time. (4) The-generals came to us at-Rome. (5) You-write me a-letter about a-pretty girl, and I-will-write you about my-teacher.

OPTIONAL

6.—*The city walls and gates.*

There are evidences of walls built by the early Romans along the steep hillsides where a slight wall would afford the maximum of protection, but tradition assigns the building of the great wall which surrounded the city for more than five centuries to Servius Tullius, after whom it is called the Servian wall. It was about five and a half miles long and varied in height and strength according to the demands of the location. On the steep hillside it did not need to be so high or strong as on the level. By referring to the map of the city you will see that there were 16 gates in this wall, and that along by the river no wall was thought necessary. This wall protected the Romans during the republic and the early empire, in fact during the period of

Rome's greatness. About 275 A. D., the emperor Aurelian began the new wall, known as the Aurelian wall, which greatly enlarged the city limits and even took in a large district across the river. It was nearly twelve miles long and so strongly built that very much of it still remains and may be seen by you when you go to Rome.



THE AURELIAN WALL AT PORTA PRAENESTINA

LESSON 68

REFLEXIVES AND POSSESSIVES

1.—*Reflexives.*

Reflexive pronouns refer back to the subject of the sentence or clause in which they are used. For the first and second persons, the reflexive idea is expressed by the personal pronouns, but for the third person a special reflexive, *suī*, is used: as, *mē accūsō, I blame myself; tē accūsās, you blame yourself; but puer sē accūsāt, the boy blames himself.*

2.—*Paradigm: suī, of himself.*

Singular

N.

G. suī, *of himself, herself, itself*D. sibi, *to himself, herself, itself*Ac. sē (sēsē), *himself, herself, itself*Ab. sē (sēsē), *by himself, herself, itself*

Plural

N.

G. suī, *of themselves*D. sibi, *to themselves*Ac. sē (sēsē), *themselves*Ab. sē (sēsē), *by themselves*3.—*Possessives.*

Possessive adjectives are formed from the genitive of the personal and reflexive pronouns: as,

First person, meus, mea, meum, *my, mine*Second, noster, nostra, nostrum, *our, ours*Second, tuus, tua, tuum, *thy, your*vester, vestra, vestrum, *your*Third, suus, sua, suum, *his, her, its, their*4.—*Use of possessives.*

(a) These adjectives take the gender, number, and case of the nouns which they limit, and *not* that of the possessor to which they refer: as, puer mātrem suam amat, *the boy loves his mother*; suam (*his*) takes the gender, number, and case of mātrem, not of puer.

(b) They are sometimes used without a noun as possessive pronouns: as, Caesar suīs auxilium mīsit, *Caesar sent aid to his (men)*.

(c) Tuus refers to one person, vester to more than one: as, amicōs tuōs laudās, *you praise your friends*; tuus is

used because the subject is singular. But, *amicum vestrum laudātis*, *you praise your friend*; *vestrum* is used and refers to the plural subject of the sentence.

(d) If the reflexive idea does not exist, do not use *suus* in the third person, but use the genitive *ēius* instead: as, in the English sentence, he praises his son, if this is the son of the subject of the sentence, it is *filium suum laudat*; if somebody else's son, *filium ēius laudat*, *he praises his son* i.e., *the son of another*.

5.—Vocabulary.

<i>dō, dare, dedī, datus, give</i>	<i>facile, adv., easily, readily</i>
<i>gaudium, n., joy</i>	<i>Labiēnus, m., Labienus</i>
<i>inter, prep. w. acc., between, among; inter sē, among themselves (each other)</i>	<i>multitūdō, -dinis, f., a-great-number, multitude</i>
	<i>vērītās, -tātis, f., truth</i>

6.—Exercise.

(a) Translate: (1) Caesar omnem exercitum ante sē in Galliam mittet. (2) Nāvēs ad insulam magnō suī cum periculō missae sunt. (3) Equitum partem Labiēnō dedit, partem sibi reliquit. (4) Hostēs sē multitūdine impediunt. (5) Multī hominēs inter sē similēs sunt. (5) Magnī imperātōrēs nōbīs Rōmānī imperiū memoriā suī reliquērunt.

(b) Put into Latin orally: (1) He-wanted our opinion about him. (2) We all hear praise of-ourselves with great joy. (3) Have the-farmers food for-themselves and their animals? (4) The power of-truth will-defend itself easily by-means-of-itself (*per se*).

OPTIONAL

7.—Proverb.

Ornat spīna rosās.

LESSON 69

RELATIVE PRONOUNS

1.—*The relative.*

The relative pronoun, *quī*, *who*, as in English, is used in a clause, and refers to some word in the main sentence, called the antecedent.

2.—*Paradigm: quī, quae, quod, who, which, what.*

Singular			Plural		
m.	f.	n.	m.	f.	n.
N. <i>quī</i>	<i>quae</i>	<i>quod</i>	<i>quī</i>	<i>quae</i>	<i>quae</i>
G. <i>cūius</i>	<i>cūius</i>	<i>cūius</i>	<i>quōrum</i>	<i>quārum</i>	<i>quōrum</i>
D. <i>cui</i>	<i>cui</i>	<i>cui</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>
Ac. <i>quem</i>	<i>quam</i>	<i>quod</i>	<i>quōs</i>	<i>quās</i>	<i>quae</i>
Ab. <i>quō</i>	<i>quā</i>	<i>quō</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>

3.—*Agreement.*

RULE: A relative pronoun agrees with its antecedent in gender, number, and person, but the case depends upon the use in its own clause; as, *urbs quam vidēs Rōma est, the city which you see is Rome.*

4.—*Quicumque and uter.*

The relative *quicumque*, *whoever*, is declined like *quī*, *cumque* remaining unchanged throughout. For the declension of *uter*, *utra*, *utrum*, *whichever (of two)*, which is sometimes used as a relative, see 73.3.

5.—*Vocabulary.*

appellō, 1, *speak-to, call*

gubernātor, m., *governor, ruler*

6.—*Exercise.*

(a) Translate rapidly, at sight, 68.6 (a).

(b) Write in Latin 68.6 (b.)

(c) Translate: (1) Homō quī suā manū scribit, nōn multās litterās scribet. (2) Multās arborēs habemus, quārum fructūs nōbīs sunt grātī. (3) Quicumque erit gubernātor civitātis, appellābitur rēx ā nōbīs. (4) Lēgātus cum legiōnibus et ducibus quī iter cōgnōverant, ad montem vēnit. (5) Vidistine barbarōs quibus rēs pūblica agrōs dedit? (6) Puellamne hodiē vidēbis, cūius librōs herī in viā invēnistī?

(d) Put into Latin orally: (1) We-shall-see more than we-expected from the-letter which you-sent us. (2) Will-you-raise some-water out-of-the well which you-dug? (3) Shall-we-look-for the-books which you-left on the-table? (4) Did-you-miss the-servant to-whom you-gave the-money? (5) Whoever has-been in the-kitchen did not leave much food.

OPTIONAL

7.—*Proverb.*

Quod hodiē nōn est, crās erit. Petronius 45.

8.—*Story. The Dog in the Manger.*

Canis quīdam in praesēpiō dēgēns, nec ipse hōrdeum nec
a-certain manger staying the-barley
 equum ēsurientem attingere sinēbat. Cui ūnus boum
hungry allowed To-whom
 "Quanta ista," inquit, "invidia est quod nōn pateris ut
How-great do-you-permit that
 eō cibō vescāmur quem tū ipse capere nec velis nec possis.
food we-eat which wish can

An Old Fable, Author Unknown.

LESSON 70

DEMONSTRATIVES

1.—*Demonstratives.*

Demonstrative pronouns point out or specify the objects to which they refer. They are used alone as pronouns, or with nouns as adjectives. When used as adjectives, they agree with their nouns in gender, number, and case.

2.—*Paradigm: is, ea, id, he, she, it; that, that one.*

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	is	ea	id	eī, iī	eae	ea
G.	ēius	ēius	ēius	eōrum	eārum	eōrum
D.	eī	eī	eī	eīs, iīs	eīs, iīs	eīs, iīs
Ac.	eum	eam	id	eōs	eās	ea
Ab.	eō	eā	eō	eīs, iīs	eīs, iīs	eīs, iīs

3.—*Table of meanings.*

	Singular	Plural
N.	<i>he, she, it</i>	N. <i>they, those</i>
G.	<i>of him, his; of her, hers; of it, its</i>	G. <i>of them, their</i>
D.	<i>to or for him; to or for her; to or for it</i>	D. <i>to them, for them</i>
Ac.	<i>him, her, it</i>	Ac. <i>them</i>
Ab.	<i>by him; by her, by it</i>	Ab. <i>by them</i>

4.—*Paradigm: idem, eadem, idem, the same.*

	Singular	
N.	idem	eadem
G.	ēiusdem	ēiusdem
D.	eīdem	eīdem
Ac.	eundem	eandem
Ab.	eōdem	eādem

	Plural	
N. idem, eīdēm	eaedem	eadem
G. eōrundem	eārundem	eōrundem
D. eīsdem, iīsdem	eīsdem, iīsdem	eīsdem, iīsdem
Ac. eōsdem	eāsdem	eadem
Ab. eīsdem, iīsdem	eīsdem, iīsdem	eīsdem, iīsdem

5.—*Vocabulary.*

circuitus, -ūs, m., <i>detour</i> , <i>circuit</i>	Dumnorix, -īgis, m., <i>Dum-</i> <i>norix</i>
mātrimōnium, n., <i>marriage</i>	excēdō, 3, <i>depart, go forth</i>
nūntiō, 1, <i>announce, bring-</i> <i>word</i>	Helvētīi, -ōrum, m., <i>Helve-</i> <i>tians</i>
prīncipātus, -ūs, m., <i>chief</i> <i>position</i>	regiō, -ōnis, f., <i>region</i>

6.—*Exercise.*

(a) Write in Latin 69.5 (c).

(b) Translate: (1) Eō tempore Dumnorix prīncipātum in civitāte obtinēbat. (2) Eī filiam suam in mātrimōnium dat. (3) Post ēius mortem Helvētīi ē finibus suis excēdunt. (4) Caesarī id nūntiātum est. (5) Eōdem tempore multi equitēs ex oppidō veniunt, quōs rēx paucis diēbus ante mīserat. (6) Longō circuitū omnēs eāsdem petunt regiōnēs.

(c) Put into Latin orally: (1) Caesar will-be in those regions tomorrow. (2) We-went-away without her. (3) You-had the-same journey as (Lat. which) we-shall-have. (4) What did-you-ask from them? (5) Did-you-send the-same letter to your mother as (which) you-sent to your teacher? (6) William thinks often about (*dē*) matrimōny, but Mary does not.

OPTIONAL

7.—*Proverb.*

Dulce et decōrum est prō patriā morī, *Sweet and beautiful it is to die for one's country.* Horace, Odes 3.2.13.

8.—*Riddle. Dē Talpō.*

Caeca mihi faciēs, ātrīs obscūra tenēbrīs;
 Nox est ipse diēs, nec sōl mihi cernitur ūllus;
 Mālo tegī terrā; sic mē quoque nēmō vidēbit.

Translation:

Blind is my face, darkened by black shadows;
 Day itself is night, nor is there any sun visible to me;
 I prefer to be hidden in the ground; in that way no one will see me either.

LESSON 71

THE DEMONSTRATIVES HIC AND ILLE

1.—*Review 70.2, the declension of is, ea, id.*

2.—*Paradigm: hic, haec, hoc, this; plural, these.*

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	hic	haec	hoc	hī	hae	haec
G.	huius	huius	huius	hōrum	hārum	hōrum
D.	huic	huic	huic	hīs	hīs	hīs
Ac.	hunc	hanc	hoc	hōs	hās	haec
Ab.	hōc	hāc	hōc	hīs	hīs	hīs

3.—*Paradigm: ille, illa, illud, that; plural, those.*

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	ille	illa	illud	illī	illae	illa
G.	illīus	illīus	illīus	illōrum	illārum	illōrum
D.	illī	illī	illī	illīs	illīs	illīs
Ac.	illum	illam	illud	illōs	illās	illa
Ab.	illō	illā	illō	illīs	illīs	illīs

NOTE: Hic refers to something near the speaker, and ille to something more remote; hic is sometimes *the latter*, ille, *the former*.

4.—*Written declension.*

Like *ille*, write out the declension of:

ipse, ipsa, ipsum, self.

iste, ista, istud, that, that-of-yours.

NOTE: *Ipse* gives emphasis to the word with which it is used: as, Caesar *ipse*, Caesar himself. *Iste* is sometimes called the demonstrative of the second person, and is used of something near the person addressed.

5.—*Vocabulary.*

cōficiō, 3. *make, accomplish*

Flaccus, m., *Flaccus*

Crassus, m., *Crassus*

Macedonia, f., *Macedonia*

6.—*Exercise.*

(a) Translate 70.6 (b), rapidly, at sight.

(b) Write in Latin 70.6 (c).

(c) Translate: (1) *Hāc classe Crassus ā Graecia in Asiam, hīs nāvibus Flaccus ex Asiā in Macedoniam nāvīgāvit.* (2) *Huic legiōnī Caesar magnam laudem dederat.* (3) *Cōpiae equestrēs omne hoc iter ūnō (one) diē cōnfēcērunt.* (4) *Hae nāvēs novae, illae veterēs sunt.* (5) *Puella istas tabulās vidēbat.*

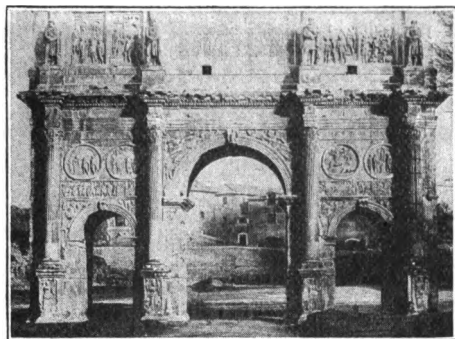
(d) Put into Latin orally: (1) That boy's shoes are always on the-table. (2) I-shall-give that money of-yours to-the-son of-the-farmer. (3) The-sailors themselves will-sail on their ships. (4) We-love the-forests; the trees are beautiful.

OPTIONAL

7.—*Triumphal Arches.*

The custom of erecting triumphal arches over the streets of the city in order to commemorate some great achievement, was characteristic of the Romans. These structures sometimes had three arches, one large central arch for the passage of vehicles, and two smaller side arches for pedestrians; sometimes they had two arches of equal height.

and sometimes only one. They were built generally of marble, and at great expense, being elaborately and appropriately ornamented. Five of these arches have survived in Rome, as follows: (1) arch of Titus, which may be seen far out, almost in a line from the old Forum to the Coliseum; (2) arch of Drusus, so-called, which stands outside the Porta Appia, and of which little is known; (3) arch of Constantine, the largest and best preserved of all, which stands a little to the west of the Coliseum; (4) arch of Gallienus, which stands at the Porta Esquilina, where it



ARCH OF CONSTANTINE

took the place of the old gate in the Servian wall: (5) arch of Septimius Severus, which stands in the Forum, at the south end of the later Rostra. You may find all these on your map of the city.

LESSON 72

INTERROGATIVE AND INDEFINITE PRONOUNS

1.—Review 71.2, the declension of *hic*; 71.3, *ille*.

2.—Interrogative pronouns.

Interrogative pronouns are used in asking questions. In addition to the use as pronouns they are also used as adjectives: *as, quis videt? who sees?*; also, *quis homō videt, what man sees?*

3.—*Paradigm*: quis, quae, quid, *who? which? what?*

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	quis (qui)	quae	quid (quod)	quī	quae	quae
G.	cuius	cuius	cuius	quōrum	quārum	quōrum
D.	cui	cui	cui	quibus	quibus	quibus
Ac.	quem	quam	quid (quod)	quōs	quās	quae
Ab.	quō	quā	quō	quibus	quibus	quibus

NOTE: When an interrogative pronoun or adjective is used in a sentence, the introductory particles *-ne*, *num*, and *nōne* are not used. In the paradigm, the bracketed forms are used as adjectives only.

4.—*Indefinite pronouns.*

Indefinite pronouns and adjectives present the idea of some person or thing without indicating which one.

5.—*List of indefinites.*

aliquis (aliqua) aliquid (aliquod), *some, some one.*

quīdam, quaedam, quiddam (quoddam), *a certain, some one.*

quīlibet, quaelibet, quidlibet (quodlibet), *any-one-you-will, any-one-whatsoever.*

quisquam, quidquam (quicquam), *any, any-at-all.*

quisque (quaeque), quidque (quodque), *each, every, every-one.*

quīvis, quaevis, quidvis (quodvis), *any-one-you-will, any-one-whatsoever.*

NOTE: All these are declined like the relative quī, the suffix *-que*, *-quam*, *-libet*, *-vis*, remaining unchanged throughout. The forms bracketed are used as adjectives only.

6.—*Vocabulary.*

ignōrō, 1, *not-to-know, be-ignorant-of*

māchina, f., *machine, engine*

vīvō, vivere, vīxī, *live, reside*

7.—*Exercise.*

(a) Translate: (1) Quō animō hās litterās per annōs multōs scrīpsisti? (2) In quā urbe, cīvēs Rōmānī, vīvimus? quam rem pūblicam habēmus? (3) Quis vestrum hoc ignōrat? (4) Respondēmus cuique eōrum ea quae audīvimus. (5) Quōsdam dē exercitū captīvōs habēbant.

(b) Put into Latin orally: (1) What did-he-reply to-you? (2) We-shall-see machines of-every-sort in the-great city. (3) Whose books has each-of-you been hunting? (4) I-was-hunting-for a-certain book which you-were-reading yesterday.

OPTIONAL

8.—*The Lord's Prayer, or Pater Noster.*

Pater noster, quī es in coelīs, sanctificētur nōmen tuum. Adveniat rēgnum tuum; fiat volūntas tua, ut in coelō, ita etiam in terrā. Pānem nostrum quotidiānum dā nōbīs hodiē. Et remitte nōbīs dēbita nostra, sicut et nōs remittimus dēbitōribus nostrīs. Et nē nōs indūcās in tentātiōnem sed liberā nos ab illō improbō. Quia tuum est rēgnum et potentia, et gloria, in saecula. Amen.

Beza's translation, Matt. 6, 9-13.

LESSON 73

POSSESSIVES AND ADJECTIVES WITH THE GENITIVE
IN -IUS

1.—*Review 67.2, the declension of ego and tū; 68.2, suī.*

2.—*Possessive adjectives.*

Possessive adjectives are formed from the genitive of personal and reflexive pronouns. See 68.3.

NOTE: These adjectives are sometimes called possessive pronouns. They are declined like bonus, except that meus has mī in the vocative: as, mī fili, *O my son.*

3.—*Adjectives with the genitive in -īus.*

Six adjectives in -us and a few in -er have the genitive singular in -īus and the dative singular in -ī. Otherwise the declension is like bonus.

alius, alia, aliud, *other, another*

nūllus, nūlla, nūllum, *no, no one, none*

sōlus, sōla, sōlum, *sole, only*

tōtus, tōta, tōtum, *whole, all, entire*

ūllus, ūlla, ūllum, *any*

ūnus, ūna, ūnum, *one*

alter, altera, alterum, *the other of two* (gen. -ius.)

neuter, neutra, neutrum, *neither of two*

uter, utra, utrum, *which of two.*

4.—*Paradigm: tōtus, tōta, tōtum, whole; base tōt-.*

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	tōtus	tōta	tōtum	tōtī	tōtae	tōta
G.	tōtīus	tōtīus	tōtīus	tōtōrum	tōtārum	tōtōrum
D.	tōtī	tōtī	tōtī	tōtis	tōtis	tōtis
Ac.	tōtum	tōtam	tōtum	tōtōs	tōtās	tōta
Ab.	tōtō	tōtā	tōtō	tōtis	tōtis	tōtis

5.—*Vocabulary.*

aestās, -tātis, f., *summer*

culpa, f., *fault, blame*

iuvō, -āre, iūvī, iūtus, *help*

nāvicula, f., *boat, skiff*

nōn nūllus, adj., *some*

remanēō, -ere, -mānsī, 2,
stay, last

reprehendō, -ere, -hendī,
-hēnsus, 3, *blame*

6.—*Exercise.*

(a) Write in Latin 72.7 (b).

(b) Translate: (1) Nūllum aliud cōsilium habēbātis. (2) Neutrum eōrum contrā alterum iuvābō. (3) Utrum nostrum reprehendis? (4) Tōtōs diēs sōlus in nāviculā nāvīgō. (5) Neutrius librī nōmen vidēbam. (6) Eārum tabulārum nōn nūlla pars ad nostram memoriā remānsit. (7) Nūllam culpam in eō puerō invēnistis.

(c) Put into Latin orally: (1) We-shall-do that with-the-help of-my friend. (2) Mary and Helen do not help their mother; shall-we-blame them or (*an*) praise them? (3) This thing is the-fault of-the-whole school. (4) Those girls stayed in the-town the-whole summer. (5) The-consul thinks about the-state whole days and nights.

OPTIONAL

7.—*Riddle. Dē Cochleā.*

Portō domum mēcum, semper migrāre parāta,
Mutātōque solō nōn sum miserābilis exsul,
Sed mihi cōsilium dē caelō nāscitur ipsō.

Translation:

I carry my house with me, always ready to move,
And when I have changed my abode, I am not a pitiful exile,
But my plans originate with the sky itself, *i.e.*, the weather.

LESSON 74

PREPOSITIONS

1.—*Preposition.*

A preposition shows the relation, generally local, between a noun or pronoun and some other word or words in the same sentence: as, *currit per urbēs*, *he runs through the cities.*

2.—*Those used with the ablative.*

The following prepositions are used with the ablative:

ā, ab, <i>away-from, by</i>	prae, <i>in-front-of, in-compari-</i>
cum, <i>with, together-with, ac-</i>	son-with
<i>companied-by</i>	prō, <i>for, in-behalf-of, before</i>
dē, <i>from, about, concerning</i>	sine, <i>without</i>
ē, ex, <i>out-of</i>	

3.—*Those used with either ablative or accusative.*

The following prepositions are used with either the ablative or accusative, but usually with a difference in meaning:

in, with acc., <i>into</i>	super, with acc., <i>over</i>
with abl., <i>in, on</i>	with abl., <i>above, dur-</i>
sub, <i>under</i>	<i>ing</i>

4.—*Position of the preposition.*

The preposition generally precedes the noun which it governs; but if the noun is modified by an adjective, the preposition may come between them: as, mediās in rēs, *into the thick of things*; but in mediās rēs is also right.

NOTE: Cum always follows a personal pronoun, and may follow a relative pronoun: as, mēcum, quibuscum.

5.—*Vocabulary.*

accipiō, 3, <i>receive, accept</i>	rēctā (sc. viā), adv., <i>straight-</i>
ambulō, 1, <i>walk</i>	<i>ahead</i>
levō, 1, <i>relieve, free</i>	sēdēs, sēdīs, f., <i>seat, dwelling,</i>
lītus, -oris, n., <i>shore</i>	<i>home</i>
Messāla, -ae, m., <i>Messala</i>	Sulla, -ae, m., <i>Sulla</i>
nausea, -eae, f., <i>seasickness</i>	timor, -ōris, m., <i>fear, dread</i>

6.—*Exercise.*

(a) Translate: (1) His dē rēbus ad tē in eā epistolā scribam quam ipsī Quīntō dabō. (2) Magnā mē cūrā

levāveris. (3) Nāvigāmus sine timōre et sine nauseā. (4) Frūmentum ex agrīs in loca tūta comportātur. (5) Sulla erit crās cum Messālā. (6) Ab ēius sorōris virō litterās accēpī. (7) Ambulāvitne tuus frāter in litore?

(b) Put into Latin orally: (1) My brother was-thinking about your friends. (2) You-have-freed the-city from danger and the-state from fear. (3) William wrote a-letter in-behalf-of his sister who teaches little girls. (4) Their leader is a-man without property (*rēs*), without a-home, without loyalty (*fidēs*), without a-hope. (5) What shall-we-do about Pompey? (6) I-have-received from Caesar the-books which I-am-carrying with-me.

OPTIONAL

7.—*Proverb.*

“Vēnī, vīdī, vicī.” Caesar’s laconic message after his victory at Zela.

8.—*Riddle. Dē Nive.*

Pulvis aquae tenuis, modicō cum pondere lapsus,
Sōle madēns, aestāte fluēns, in frīgore siccus
Flūmina factūrus, tōtās prius occupō terrās.

Translation:

Fine water-dust, gliding down with light weight,
Growing wet in the sun, melting in summer, dry in cold weather,
Before I form the rivers, I cover all the earth.

LESSON 75

PREPOSITIONS, CONTINUED

1.—*Review 74.1, definition of preposition; 74.2, those used with the ablative only; 74.3, those used with either the ablative or accusative.*

2.—*Those used with the accusative case.*

ad, <i>to, up-to</i>	ob, <i>on-account-of</i>
adversus, <i>against</i>	per, <i>through</i>
ante, <i>before</i>	post, <i>after, behind</i>
apud, <i>at, near</i>	praeter, <i>beyond, besides, except</i>
circum, <i>around</i>	prope, <i>near</i>
cis, citrā, <i>this-side-of</i>	propter, <i>on-account-of</i>
contrā, <i>against</i>	suprā, <i>above, beyond</i>
extrā, <i>outside</i>	trāns, <i>across, on-the-other-side</i>
infrā, <i>beneath, below</i>	ūltrā, <i>on-that-side, beyond</i>
inter, <i>among, between</i>	versus, <i>towards</i>
intrā, <i>within, inside</i>	
iūxtā, <i>near, next-to</i>	

NOTE: These prepositions regularly take the accusative, but observe that many verbs compounded with the following take the dative: ad, ante, con, in, inter. See 96.2.

3.—*Vocabulary.*

abiēs, -etis, f., <i>fir</i>	lūx, lūcis, f., <i>light</i>
āmittō, 3, <i>lose</i>	māteria, <i>timber, material</i>
axis, axis, m., <i>axle, axis, pole</i>	nēmō, m. f., <i>no one, nobody</i> (gen. nūllius, abl., nūllō)
Brutus, m., <i>Brutus</i>	occultō, 1, <i>hide</i>
conlocō, 1, <i>place, put, set</i>	plānē, adv., <i>actually, really,</i> <i>very</i>
convertō, 3, <i>turn</i>	Rhēnus, m., <i>Rhine</i>
fāgus, -ī, f., <i>beech</i>	senātus, -us, m., <i>senate</i>
habitō, 1, <i>dwell</i>	
impedimenta, -ōrum, n. pl., <i>baggage</i>	

4.—*Exercise.*

(a) Translate: (1) Illud erat tōtum āmissum; nēmō sciēbat praeter mē. (2) Propter hanc sententiam meam, brevis haec ipsa epistula est. (3) Tū habitābis nōn solum prope me, sed etiam mēcum. (4) Post eās legiōnēs, totius exercitūs impedimenta conlocāverat. (5) Ego eō ipsō tempore trāns mare fui. (6) Terra circum axim sē summā celeritātē convertit.

(b) Put into Latin orally: (1) We-saw a-wide river behind the-woods. (2) (There) is timber of-every kind in Britain, except beech and fir. (3) I-have always liked our teacher on-account-of his fairness. (4) Caesar sent many troops across the-Rhine, to those states which-he-had previously conquered. (5) Brutus and his ships were near a-certain river, this-side-of the-territory of-the-enemy. (6) You-used-to-have no friends among the-girls, except Julia and Caroline.

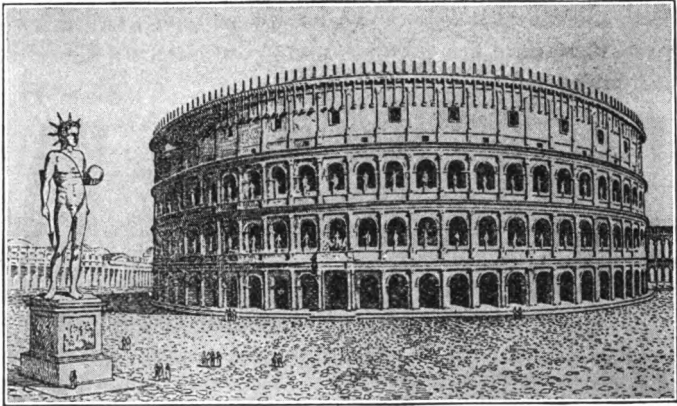
OPTIONAL

5.—*The Coliseum.*

Visitors to Rome usually go first to the Forum and then to the Coliseum, or Flavian Amphitheater. This is one of the most remarkable buildings in the world, and stands far out to the east of the Forum, from which the top of the ruins can be seen. It was begun by the emperor Vespasian, and finished by Titus in 80 A. D. It was built after the time of Rome's real greatness and in the early period of decline.

The Romans learned from the Etruscans to have fights between gladiators and between animals where the crowds might witness and enjoy these brutal sports. For a long time these games were held in the Forum, which was temporarily prepared for the occasion. A permanent amphitheater was built for this purpose and finally the crowds became so great that this vast building was constructed. It is elliptical in form, the longer axis being 615 feet and the shorter 510 feet, and covers about five acres of ground. The full height of the outside wall is about 160 feet. The arena, on which the contests were held, was about 282 feet and 177 feet on the axes of the ellipse, large enough for a great many contests to go on at the same time. The seating space was so arranged that from 75,000 to 100,000 people could witness the games at one time.

There is no question that these brutal sports did injury to the people and contributed largely to the loss of the fine virtues and strong qualities of manhood which made the Romans great.



THE COLISEUM RESTORED, BY LUCKENBACH

LESSON 76

COMPARISON OF ADJECTIVES

- 1.—*Review* 26.2, *the declension of bonus*; 40.2, *ācer*; 41.2, *omnis*.
- 2.—*Comparison*.

There are three degrees of comparison, as in English, the positive, comparative, and superlative. The positive is the simplest form of the adjective. The comparative is formed by adding to the base of the positive the ending *-ior* masculine, *-ior* feminine, *-ius* neuter. The superlative is formed by adding to the base of the positive the ending

-issimus masculine, *-issima*, feminine, *-issimum* neuter.

Positive	Comparative	Superlative
altus, <i>high</i>	altior, -ius	altissimus, -a, -um
cārus, <i>dear</i>	cārior, -ius	cāriissimus, -a, -um
fēlix, <i>happy</i>	fēlicior, -ius	fēlicissimus, -a, -um

3.—Adjectives in -er.

Adjectives in -er add -rimus to the positive, to form the superlative:

ācer, <i>sharp</i>	ācrior	ācerrimus
celer, <i>swift</i>	celerior	celerrimus
miser, <i>poor, pitiful</i>	miserior	miserrimus

4.—Adjectives in -lis.

The following adjectives in -lis add -limus to the base of the positive to form the superlative:

difficilis, <i>hard, difficult</i>	difficilior	difficillimus
dissimilis, <i>unlike</i>	dissimilior	dissimillimus
facilis, <i>easy</i>	facilior	facillimus
gracilis, <i>graceful, slender</i>	gracilior	gracillimus
humilis, <i>low, humble</i>	humilior	humillimus
similis, <i>like</i>	similior	simillimus

NOTE: Similis and dissimilis are generally followed by the genitive, but may take the dative.

5.—Exercise in comparison: Compare the following:

asper, <i>rough</i>	lātus, <i>wide</i>
audāx, <i>bold</i>	pulcher, <i>beautiful</i>
brevis, <i>short</i>	prūdēns, <i>wise, intelligent</i>
dūrus, <i>hard</i>	tenēr, <i>tender</i>

What English words are derived from these adjectives?

6.—Comparison without quam.

RULE: If the comparative is in the nominative or accusative case, the noun after it may be in the ablative case without quam: as, nive candidior, *whiter than snow*.

NOTE: Understand that candidior quam nix is entirely correct; that is, when quam is used, it has the same case after it as before it.

7.—*Vocabulary.*

Americānus, adj., <i>American</i>	perturbātus, perf. pass. ppl., <i>overwhelmed, overcome</i>
Anglicus, adj., <i>English</i>	
Gallicus, adj., <i>Gallic, French</i>	ēlegāns, -ntis, adj., <i>choice,</i>
multō, adv., <i>by-much, much</i>	<i>neat, tasteful</i>

8.—*Exercise.*

(a) Translate: (1) Utra pars habet iūstiōrem causam? (2) Quis mē miserior iam fuit? (3) Nihil est illis libris ēlegantius. (4) Hae sorōrēs sunt dissimillimae inter sē; utrā est patris simillima? (5) Clārissimī imperātōrēs ante haec reī pūblicae dūrissima tempora erant. (6) Viae Americānae multō asperiōrēs quam Gallicae et Anglicae sunt.

(b) Put into Latin orally: (1) Our journey will-be at-a-very-difficult time of-year. (2) Your letter was most-pleasing to-your mother and to-me. (3) I never saw a-man more-overcome by-fear. (4) Did-you ever see any-thing easier than these sentences?



THE COLISEUM AS IT IS TODAY

LESSON 77

IRREGULAR COMPARISON

1.—*Irregular forms.*

Several adjectives have irregular forms in their comparison:

Positive	Comparative	Superlative
bonus, <i>good</i>	melior	optimus
magnus, <i>large</i>	māior	maximus
malus, <i>bad</i>	pēior	pessimus
multus, <i>much</i>	plūs	plūrimus
parvus, <i>little, small</i>	minor	minimus

2.—*Defective comparison.*

Some adjectives lack one of the forms of comparison, and are called defective:

(a) The positive wanting:

..... propior, <i>nearer</i>	proximus, <i>nearest, next</i>
..... prior, <i>former, earlier</i>	prīmus, <i>first</i>

(b) The positive of these adjectives is used as a noun generally:

exterus, <i>outward</i>	exterior, <i>outer</i>	extrēmus, <i>outermost,</i> <i>extimus, last</i>
īferus, <i>below</i>	īferior, <i>lower</i>	īfīmus, or imus, <i>lowest</i>
posterus, <i>following</i>	posterior, <i>later</i>	postrēmus, or post- tūmus, <i>last</i>
superus, <i>above</i>	superior, <i>higher,</i> <i>earlier, preceding</i>	suprēmus, or sum- mus, <i>highest, latest,</i> <i>last.</i>

3.—*Vocabulary.*

bellicōsus, adj., <i>warlike</i>	quam (when used with a superlative) <i>as...as possible;</i>
ēducō, 3, <i>take-out, bring-out,</i> <i>lead-forth</i>	quam maximum, <i>as large</i> <i>as possible;</i> quam plūri- mum, <i>as many as possible</i>
fuga, f., <i>flight, retreat</i>	
Germānī, m., <i>Germans</i>	

longē, adv., <i>by-far</i>	Suēvī, m., <i>Suevi</i>
opus, -eris, n., <i>work</i>	vīcīnus, m., <i>neighbor</i>
postrīdiē, adv., <i>the-day-after,</i> <i>the-next-day</i>	uterque, utraque, utrumque, pron., <i>each, (of two), both</i>

4.—*Exercise.*

(a) Write in Latin 76.7 (b).

(b) Translate: (1) Haec minima est ex iis iniūriis quās accēpī. (2) Crās scribam plūra (78.2). (3) Suevōrum gēns est longē maxima et bellicōsissima Germānōrum omnium. (4) Turpis fuga omnī est morte pēior. (5) Quis erat tuus proximus vīcīnus? (6) Brūtus erat multō inferior numerō (in the number) nāvium.

(c) Put into Latin orally: (1) I-want a-book larger (78.1) than this. (2) Who has the-greatest power in our country? (3) I-have-received two (*duas*) letters from you; I-shall-reply to-the-earlier (78.1) now. (4) The-smallest fruit is not always the-worst. (5) On-the-next-day Caesar brought-out all his forces from both camps.

OPTIONAL

5.—*The Pantheon.*

The most perfectly preserved building that has come down to us from Rome's great past is the Pantheon. It was built by Agrippa, 27 B. C., and was several times restored and rebuilt, last by Septimius Severus and Caracalla, 202 A. D. The builders did not follow the common Greek plan for temples, but built a great rotunda with an inner diameter of 142 feet 6 inches. The hemispherical dome has an opening about 30 feet in diameter, at a height of 142 feet 6 inches. The walls are about 20 feet thick. In front of the rotunda is a portico 114 feet wide and 52 feet deep, formed by 16 Corinthian columns, 39 feet high. Its excellent state of preservation is largely due to the fact that it was dedicated as a Christian church, 609 A. D. On the frieze you may see the following inscription: M.

AGRIPPA L. F. COS. TERITUM FECIT, "Marcus Agrippa, son of Lucius, when consul the third time, built (this temple)."



THE PANTHEON TODAY

LESSON 78

DECLENSION OF COMPARATIVES

1.—*Declension.*

Adjectives in the comparative and superlative degrees are declined for gender, number, and case, as well as in the positive degree.

2.—*Paradigm:* (1) *altior, altior, altius, adj., higher.*

	Singular m. and f.	n.	m. and f.	Plural n.
N.	altior	altius	altiōrēs	altiōra
G.	altiōris	altiōris	altiōrum	altiōrum
D.	altiōrī	altiōrī	altiōribus	altiōribus
Ac.	altiōrem	altius	altiōrēs	altiōra
Ab.	altiōre (ī)	altiōre (ī)	altiōribus	altiōribus

(2) Plus, *more, several.*

N.	plūs	plūrēs	plūra
G.	plūris	plūrium	plūrium
D.	plūribus	plūribus
Ac.	plūs	plūrēs	plūra
Ab.	plūre	plūribus	plūribus

3.—*Partitive genitive.*

RULE: The genitive of the whole is used after a word denoting a part. This is called the partitive genitive: as, *pars militum, part of the soldiers.*

4.—*Vocabulary.*

aut, conj., or; aut—aut, <i>either—or</i>	mendōsus, adj., <i>faulty, full- of-mistakes</i>
exclāmō, 1, <i>cry-out, exclaim</i>	mendum, n., <i>fault, mistake, error</i>
Iohannes, -is, m., <i>John</i>	stultus, adj., <i>foolish</i>

5.—*Exercise.*

(a) Translate: (1) Uter est stultior, Iohannes an Carolus? (2) Carolus multō mendōsiōrēs sentiētiās Latīnas quam Iohannes scrīpsit. (3) Quis est pessimus discipulus scholae? (4) Sunt plūrēs discipulī peiōrēs quam cēteri. (5) Quae ex puellis est pulcherrima? Gulielmus exclāmat "Marīa," Ricardus exclāmat "Carolina," sed Iōsēphus exclāmat "Elizabetha."

(b) Put into Latin orally: (1) Who made more mistakes than James? (2) Nobody has ever made more mistakes than James, or (*nec*) fewer than John. (3) That paper is almost whiter than snow. (4) Is there anything blacker than ink? (5) Have you seen anybody more foolish than that girl?

OPTIONAL

6.—*State seal: Kansas.*

Ad astra per aspera, To the stars through difficulties.

7.—*Riddle. Dē Pluviā.*

Ex altō veniō, longā dēlapsa ruinā;
Dē caelō cecidi, mediās trānsmissa per aurās;
Sed sinus excēpit, quī mē simul ipse recēpit.

Translation:

I come from on high, sliding down in a long rush;
I have fallen from heaven, carried through mid-air;
But that *bosom catches me, the very same which has already
received me.
*i.e., of the sea or earth.

LESSON 79

NUMERAL ADJECTIVES

1.—*Numerals.*

Numeral adjectives are of three classes:

- (a) Cardinal numbers, which answer the question *how many?* as, *ūnus, one.*
- (b) Ordinal numbers, which answer the question *in what order?* as, *p̄imus, first.*
- (c) Distributive numerals, which answer the question *how many at a time?* as, *singuli, one at a time.*

2.—*The cardinals and ordinals.*

Cardinals	Ordinals	Roman Notation
1 ūnus, ūna, ūnum	p̄imus, p̄ima, p̄imum	I
2 duo, duae, duo	secundus	II
3 trēs, trēs, tria	tertius	III
4 quattuor	quārtus	III, IV
5 quinque	quīntus	V
6 sex	sextus	VI

7 septem	septimus	VII
8 octō	octāvus	VIII
9 novem	nōnus	IX
10 decem	decimus	X
11 ūndecim	ūndecimus	XI
12 duodecim	duodecimus	XII
13 tredecim	tertius decimus	XIII
14 quattuordecim	quārtus decimus	XIV
15 quīndecim	quīntus decimus	XV
16 sēdecim	sextus decimus	XVI
17 septendecim	septimus decimus	XVII
18 duodēvigintī	duodēvicēsimus	XVIII
19 ūndēvigintī	ūndēvicēsimus	XIX
20 vīgintī	vīcēsimus	XX
21 vīgintī ūnus	vīcēsimus primus	XXI
30 trīgintā	trīcēsimus	XXX
100 centum	centēsimus	C
200 ducentī, -ae, -a	ducentēsimus	CC
1000 mille	millēsimus	M

NOTE: The hundreds end in -centī, or sometimes -gentī, and are declined like the plural of bonus. The ordinals are declined regularly like bonus.

3.—English derivatives.

Study these numerals and find as many derivatives as you can.

4.—Vocabulary.

absum, abesse, āfuī (182.1), <i>be-away-from, be-absent- from</i>	Latinus, adj., <i>Latin</i> numerō, 1, <i>count, number, reckon</i>
adeō, adv., <i>so-far, thus-far</i>	passus, -ūs, m., <i>double-step,</i>
circiter, adv., <i>about</i>	<i>pace; mille passūs, a mile</i>
cognōscō, 3, <i>learn, know</i>	<i>or 1000 double-steps</i>
fōrma, f., <i>shape, form</i>	piscis, -is, m., <i>fish</i>
hiems, -is, f., <i>winter</i>	

5.—*Exercise.*

(a) Translate: (1) Tenuistī prōvinciam per decem annōs. (2) Cognōvimus vīgintī fōrmās litterārum. (3) Caesar sē in Italiam cum sōlā decimā legiōne movēbit. (4) Accēpī tuās octō epistulās. (5) Is locus aberat ā novīs Pompēiī castrīs circiter passūs quīngentōs. (6) Avus meus nōnāgintā annōs vīxit.

(b) Put into Latin orally: (1) We-lived in that town twenty years. (2) There-were eighteen boys and twenty-five girls in our school last winter. (3) We lost two large fish this afternoon (today after noon). (4) We-counted two-hundred and fifty Latin words which we-have-learned so-far. (5) We-shall-know a-thousand before the end of-the-year. (6) Our country contains forty-eight states.

OPTIONAL

6.—*Alliterative lines.*

At tuba terribilī sonitū taratantara dixit. Ennius.
O Tite, tūte, Tatī, tibi tanta tyranne tulistī. Ennius.

LESSON 80

NUMERAL ADJECTIVES, CONTINUED

1.—*Indeclinables.*

The cardinal adjectives from four to one hundred are indeclinable.

2.—*Paradigm:* ūnus, ūna, ūnum, adj., *one*; duo, duae, duo, *two*; trēs, trēs, tria, *three*; mille, *thousand*.

	Singular			Plural		
	m.	f.	n.	m.	f.	n.
N.	ūnus	ūna	ūnum	duo	duae	duo
G.	ūnīus	ūnīus	ūnīus	duōrum	duārum	duōrum
D.	ūnī	ūnī	ūnī	duōbus	duābus	duōbus
Ac.	ūnum	ūnam	ūnum	duōs (duo)	duās	duo
Ab.	ūnō	ūnā	ūnō	duōbus	duābus	duōbus

			Singular	Plural	
N.	trēs	trēs	tria	mille	mīlia
G.	trium	trium	trium	mille	mīlium
D.	tribus	tribus	tribus	mille	mīlibus
A.	trēs or trīs	trēs or trīs	triā	mille	mīlia
Ab.	tribus	tribus	tribus	mille	mīlibus

NOTE: Mille, in the singular, is generally used as an adjective, but in the plural it is a noun and is followed by a partitive genitive: as, mille militēs, but duo milia militum.

3.—Distributives.

The distributive adjectives are used to indicate *how many of each*.

singulī, *one each, one apiece* quaternī, *four each, four apiece*
 binī, *two each, two apiece*
 ternī, *three each, three apiece* quīnī, sēnī, septēnī, etc.

4.—Numeral adverbs.

Numeral adverbs answer the question *how many times? how often?*

semel, <i>once</i>	sexiēns
bis, <i>twice</i>	septiēns
ter, <i>thrice</i>	octiēns
quater	noviēns
quīnquiēns	deciēns, etc.

5.—Vocabulary.

centēnsima, f., <i>a hundredth, a cent</i>	nummus, -ī, m., <i>coin, dollar</i>
colligō, 3, <i>gather, collect</i>	perdō, 3, <i>lose, destroy</i>
Eborācum, n., <i>York</i>	quotiēns, adv., <i>how often? how many times?</i>
fossa, f., <i>ditch, trench</i>	sānctus, adj., <i>sacred, holy; saint (as substantive)</i>
interrogō, 1, <i>ask</i>	secō, 1, <i>cut</i>
lūdus, m., <i>game, play</i>	vel, adv., <i>or</i>
mereō, 2, <i>earn, deserve</i>	visō, 3, <i>visit, go-to-see</i>
Ludovicus, m., <i>Louis</i>	

6.—*Exercise.*

(a) Translate: (1) Quotiēns hunc librum hōc annō amīsistī? (2) Habēmus lūdōs bīnōs per quīnque diēs (*two a day for five days*). (3) Cum illis singulis puerī bīnī vel ternī pūgnābant. (4) Militēs fossās quīnōs pedēs altās dūxērunt (*dug*). (5) Illud tibi centiēs iam dixī. (6) Nōs Novum Eborācum quater deciēns vēnimus. (7) Fēnum secandō et colligendō (*by cutting and gathering*) nummōs octōnōs meruimus. (8) Bis bīna quattuor sunt.

(b) Put into Latin orally: (1) You-have-asked me that (two accs.) twenty-times (*vīgintiēns*). (2) The-boys will-have-earned thirty-five dollars apiece (*singulī*) by-cutting and gathering wheat. (3) We-have-paid fifteen cents apiece three-times. (4) How-many-times have-you-seen the-city (of) New York? (5) I-have never seen New York, but I-have-visited St. Louis fifteen or twenty-times.

OPTIONAL

7.—*State seal: Arkansas.*

Rēgnant populi, *The people rule*

8.—*Anagram:*

Horātiō Nelson—Honor est ā Nilō (in reference to the battle of the Nile).

LESSON 81

REVIEW. OPTIONAL

- 1.—Name and decline the personal pronouns; the reflexives. When is the reflexive used? Decline the relative qui; the demonstrative is; hic; ille; the interrogative quis.
- 2.—Name the adjectives which have -ius in the genitive; decline totus.

- 3.—Give the main prepositions which take the accusative; the ablative; those which may be used with either.
- 4.—Explain the manner of comparing adjectives; the peculiarity of those in -er; in -lis.
- 5.—Decline altior. How do you express "higher than a horse"?
- 6.—Give the numerals up to 100 (79). Decline duo; tres; mille.
- 7.—*Review exercise.*

Translate (for new words see main vocabulary). (1) Altitudō ponti; Brooklynēnsis est centum trīgintā quinque pedes. (2) Quam longum est spatium inter scholam et ecclēsiā? (3) Quam profundus est oceanus? (4) Quantae puellae et quantī puerī hodiē scholae adsunt? (5) Quantōs annōs habēs? (6) Quantō pretiō tuum librum vendidisti?

NOTE: The class should review everything in all the lessons covered by this review. Other questions should be asked by the teacher and by each pupil in the class.

OPTIONAL

8.—*Names of well-known animals.*

agnus, <i>lamb</i>	pullus, <i>colt, chicken</i>
asinus, <i>donkey</i>	sciūrus, <i>squirrel</i>
camēlus, <i>camel</i>	sīmius, <i>monkey, ape</i>
crocodīlus, <i>crocodile</i>	taurus, <i>bull</i>
cuniculus, <i>rabbit</i>	ursus, <i>bear</i>
leopardus, <i>leopard</i>	ūrus, <i>buffalo, bison</i>
mūlus, <i>mule</i>	vitulus, <i>calf</i>
porcus, <i>pig</i>	

What English words have been derived from these?

9.—*Proverb.*

Mēns sibi cōnscia rēctī, *A mind conscious of its own uprightness.*

LESSON 82

PARTICIPLES

1.—*Characteristics.*

The participle in Latin, as in English, is a verbal adjective. As a verb, it has voice, governs a case, and may be modified by an adverb; as an adjective, it modifies a substantive and agrees with it in gender, number, and case.

2.—*Kinds.*

In the active voice there are two participles, present and future; in the passive, two, perfect and future (also called gerundive).

3.—*Time.*

The participles denote time as past, present, or future relative to that of the main verb: the present participle representing the action as taking place at the time given by the main verb, the past as completed at the time of the main verb, and the future as yet to take place at the time of the main verb.

4.—*How formed.*

(a) The present participle is formed by adding the suffix *-ns* to the present stem: as, *laudāns*, stem *laudā-*, suffix *-ns*. It commonly has the same meaning and use as the English participle in *-ing*: as, *laudāns*, *praising*. It is declined like *prūdēns*, 42.2.

(b) The future participle is formed by adding the suffix *-ūrus* to the participial stem as seen in the perfect participle, one of the principal parts of the verb: as, *laudātūrus*, stem *laudat-*, ending *-ūrus*. It is commonly used of what is about to happen: as, *laudātūrus*, *going-to-praise*, *likely-to-praise*. The declension is like that of *bonus*, 26.2.

5.—*Active participles.*

Present	Future
I. laudāns, <i>praising</i>	laudātūrus, -a, -um, <i>going-to-praise</i>
II. monēns, <i>advising</i>	monitūrus, -a, -um, <i>going-to-advise</i>
III. regēns, <i>ruling</i>	rēctūrus, -a, -um, <i>going-to-rule</i>
IV. audiēns, <i>hearing</i>	auditūrus, -a, -um, <i>going-to-hear</i>

6.—*Other participles.*

Write the active participles of one verb of each conjugation.

7.—*Vocabulary.*

adūrō, 3, <i>burn, singe</i>	metuō, 3, <i>fear, dread</i>
barba, f., <i>beard</i>	occidēns, -ntis, adj., <i>setting</i>
candeō, 2, <i>shine, glow</i>	oriēns, -ntis, adj., <i>rising</i>
carbō, -ōnis, m., <i>coal, charcoal</i>	rēmus, m., <i>oar</i>
cēnō, 1, <i>dine, sup</i>	tardē, adv., <i>slowly, late, too late</i>
culter, -trī, m., <i>knife, razor</i>	tōnsor, m., <i>barber</i>
Dionysius, m., <i>Dionysius</i>	tōnsōrius, adj., <i>barber's, of-a-barber</i>
discēdō, 3, <i>depart, leave</i>	
fēstīnō, 1, <i>hurry, hasten</i>	

8.—*Exercise.*

(1) Translate: (1) Haec festināns scripsī in itinere. (2) Ego fortasse discēdēns dabō tibi aliquid. (3) Erat ventūrus vesperī, id est, hodiē; crās igitur fortasse ad mē veniet. (4) Tardē est nāvigātūrus, cōnsistēns in locīs plūribus. (5) Sōl oriēns et occidēns diem noctemque cōnficit. (6) Dionysius cultrōs metuēns tōnsōriōs candente carbōne sibi capillum et barbam adūrēbat.

(b) Put into Latin orally: (1) I-saw you writing in my book. (2) While-out-sailing, we lost an-oar three-times. (3) Perhaps on-leaving he-will-give (*dabit*) us each a-present. (4) We do not often see the-sun rising in-summer. (5) I-received your letter while-dining.

LESSON 83

PASSIVE PARTICIPLES

1.—*Review* 82. 1, 2, 3, 4, 5.

2.—*Perfect participle.*

The perfect participle is formed by adding the suffix *-us* to the participial stem, and is the fourth of the principal parts of the verb: *laudātus*, stem *laudāt-*, suffix *-us*. It has two uses:

- (a) as equivalent to the English perfect passive participle, as *laudātus*, *praised*.
- (b) with the verb *sum* to form the perfect, pluperfect, and future perfect passive tenses: as *laudātus sum*, *I have been praised*. It is declined like *bonus*, 26.2.

3.—*Future passive participle.*

The future passive participle, called also the gerundive, is formed by adding the suffix *-ndus* to the present stem: as, *laudandus*, stem *laudā-*, suffix, *-ndus*. It refers to what is about-to-be-done, or ought-to-be-done: as, *must-be-praised*, *ought-to-be-praised*. It has the following uses:

- (a) with the dative to express agent, as *laudandus est mihi*, *he-is-to-be-praised by-me*, i.e., *I must praise him*.
- (b) with a noun in an oblique case (gen., dat., abl.) when it corresponds to our present participle with an object, *tempus bellī gerendī*, *the time of waging war*.
- (c) with the preposition *ad* and the accusative, or *causā* and the genitive, to denote purpose. See 112.2 (c).

4.—*Clauses for participles.*

Latin has no present passive participle, nor any perfect active participle. The place of these is usually supplied by

a clause with *ubi*, *cum*, *dum*, or an ablative absolute. The perfect participle of deponent verbs (89) is active in meaning.

5.—*Passive participles.*

Perfect

- I. *laudātus*, -a, -um, *praised*
- II. *monitus*, -a, -um, *advised*
- III. *rēctus*, -a, -um, *ruled*
- IV. *audītus*, -a, -um, *heard*

Future

- laudandus*, -a, -um, *going-to-be-praised*
- monendus*, -a, -um, *going-to-be-advised*
- regendus*, -a, um, *going-to-be-ruled*
- audiendus*, -a, -um, *going-to-be-heard*

NOTE: In the third conjugation, certain phonetic changes take place in adding the endings: *as*, -b before -s and -t becomes *p*; -g and -qu before -t become -c; -c, -g, -qu with -s become -x; -t and -d before -s are assimilated and then sometimes dropped: *as*, *scrībō*, *scrīptus*; *legō*, *lectus*; *mittō*, *missus*.

6.—*Vocabulary.*

<i>calor</i> , m., <i>heat</i>	<i>pingō</i> , -ere, <i>pīnxī</i> , <i>pictus</i> ,
<i>claudō</i> , ere, <i>clausī</i> , <i>clausus</i> ,	<i>paint</i>
<i>shut</i> , <i>close</i>	<i>potius</i> , adv., comparative,
<i>condiciō</i> , -ōnis, f., <i>terms</i> , <i>con-</i>	<i>rather</i>
<i>dition</i>	<i>tardus</i> , adj., <i>slow</i>
<i>maculō</i> , 1, <i>spot</i> , <i>stain</i>	<i>vestītus</i> , -ūs, m., <i>dress</i> ,
<i>parātus</i> , adj., ready, prepared	<i>clothing</i>
<i>pendo</i> , -ere, <i>pendī</i> , <i>pensus</i> ,	<i>vincō</i> , -ere, <i>vīcī</i> , <i>victus</i> , <i>beat</i> ,
<i>pay</i> , <i>weigh</i>	<i>conquer</i> , <i>overcome</i>
	<i>vītō</i> , 1, <i>avoid</i> , <i>escape</i>

7.—*Exercise.*

- (a) Translate: (1) *Tū erās tardus in vestitū mūtandō.*
- (2) *Aliam ratiōnem huius operis faciendī nūllam videō.*
- (3) *Victī, captī, plānē sumus.* (4) *Puerī magistrōs in scholā clausōs tenent magnō cum gaudiō.* (5) *Vītandī*

calōris causā (*for-the-sake-of*), in montēs hāc aēstāte discēdēmus.

(b) Put into Latin orally: (1) This red dress is to-be-carried home. (2) George will-be-ready tomorrow for (*ad* with acc.) painting the-house. (3) We spotted our-clothes in-painting a-picture. (4) The farmer will-pay money to-us early tomorrow.

OPTIONAL

8.—*State seal: Michigan.*

Sī quaeris pēnīnsulam amoenam, circumspice.

9.—*Proverb.*

Bis dat quī citō dat.

NOTE: After this, hyphenation of English equivalents will be observed less strictly, and will be gradually discontinued.

LESSON 84

PARTICIPLES. THE ABLATIVE ABSOLUTE

1.—*Review 82.6 and 83.5, the participles of the four conjugations.*

2.—*Ablative absolute.*

RULE: A noun or pronoun in the ablative, with a participle in agreement, may be used to explain an attendant circumstance of the action, such as time, condition, cause, and concession:

- (a) Time: as, Caesar, Germānis victis, laetus erit, *Caesar will be glad when he conquers the Germans* (lit., *the Germans having been conquered*).
- (b) Condition: as, the same sentence may be translated, *Caesar will be glad if he conquers the Germans.*
- (c) Cause: as, the same Latin sentence may be translated, *Caesar will be glad because he has conquered the Germans.*

- (d) Concession: as, *Although the Germans have been conquered, Caesar will be glad.*

NOTE: The literal translation of this ablative absolute is "*The Germans having been conquered,*" and the idea of time, condition, cause, and concession, will appear from the context. It is plain that the absolute may take the place of a clause and that the exact translation must be determined by its connection.

3.—*Meaning of absolute.*

The ablative absolute is grammatically independent of the rest of the sentence, hence *absolute*, or *unconnected*. The noun or pronoun used in this construction must be a different one from the subject of the main sentence, as in the sentence above. If the subject of the main sentence is also used in the minor clause, the ablative absolute can not be used: as, *when (since, after, or although) the Germans had been conquered they went home*, Germānī victī domum rediērunt.

4.—*Vocabulary.*

bēstia, f., *animal, beast*

cotidiānus, adj., *daily*

dēfessus, adj., *tired*

facile, adv., *easily*; facilius,
more easily

imperō, 1, *command, order*;
takes dative case

intellegō, 3, *understand, ap-
preciate*

interficiō, 3, *kill*

labōrō, *work, suffer, be ill*

Latīnē, adv., *Latin, in Latin*

mendāx, -ācis, adj., *untruth-
ful, lying*

mundō, 1, *clean-up*

noctū, adv., *at night, nights*

obsēs, obsidis, m. f., *hostage*

obsignō, 1, *seal*

pēnsūm, n., *task, lesson,
exercise*

prīncipiūm, n., *beginning*

studium, n., *zeal, study*

tabellārius, m., *postman,
messenger*

5.—*Exercise.*

(a) Write in Latin 83.7 (b).

(b) Translate: (1) Prīncipiīs cognitīs, multō facilius extrēma intellegēmus. (2) Iam epistulā obsignātā, noctū tabellārius noster vēnit. (3) Puellae puerīs labōrantibus

facile pēnsa faciēbant. (4) Bēstiis interfectis, agricolae perīculum nōn timuērunt.

- (c) Put into Latin orally: (1) The-untruthful boy, after-killing the-dove, did not speak the-truth (*vēra*). (2) When the-exercises were read, the-teacher was very-tired. (3) On-receiving your-money, we-shall-send you the-clothes. (4) We-shall-speak Latin, when-we-have-read this book. (5) Do-you-understand your daily lessons? (6) The teacher orders us to study at-night.

OPTIONAL

6.—*Proverb.*

Canēs timidī vehementius lātrant (*bark*).

LESSON 85

ABLATIVE ABSOLUTE, CONTINUED

1.—*Review 84.2, ablative absolute.*

2.—*Substitute for participle.*

In place of the participle, an adjective or another noun may be used in this construction: as, Rōmānī, Caesare duce, Germānōs superāvērunt, *the Romans under the leadership of Caesar overcame the Germans* (literally, *Caesar being leader*).

3.—*Translation.*

The ablative absolute is generally best rendered in one of the following ways:

- (a) By a clause with *when, while, if, because, although*, as in 84.2.
- (b) By an active participle with an object: as, *Caesar, conquering (having conquered) the Germans, was glad.*
- (c) By the active participle after a preposition such as *after, on account of*, etc.: as, *after conquering the Germans.*

- (d) By a preposition, as *with, in, during, after, by*, followed by a noun: as, *with the Germans conquered, Caesar was glad.*
- (e) Literally: as, *Caesar, the Germans having been conquered, was glad.*

NOTE: It is a good plan to try *with* at first, and then determine the best rendering: as, *with the Germans conquered.*

4.—Participles used.

Only the present and perfect participles are used in this construction. The perfect participle of deponent verbs should not be used in making the ablative absolute construction.

5.—Vocabulary note.

Beginning with this lesson, students should refer to the complete vocabulary at the end of the book for words which do not appear in the lesson lists, as everything will hereafter be omitted that is not immediately needed

6.—Exercise.

(a) Write in Latin 84.5 (c).

(b) Translate: (1) *Hōc intellēctō, pēnsa facile cognōvērunt.* (2) *Hominēs quī aliōs interfēcērunt, ipsī interficiendī sunt.* (3) *Gulielmus pecūniam in itinere inventam ad mātrem portāvit.* (4) *Vestītūs longō itinere maculātōs post brevem quiētem dētersimus (dust-off).*

(c) Put into Latin orally: (1) After-receiving the money I shall pay you for the-new books. (2) Being tired, we-have-come into the-woods to-take a-rest (*causā* after noun and gerundive). (3) When-they-had-shut the-doors, the boys ate the-apples.

OPTIONAL

7.—The Aqueducts.

Springs, cisterns and the Tiber furnished the water supply for the growing city up to the year 312 B. C., when the first aqueduct was built, the Appia. By this



THE APPIAN WAY AND RUINS OF THE CLAUDIAN AQUEDUCT TODAY

means pure water was brought from springs in the hills east of Rome. As there was demand, other great aqueducts were built, so that by 52 A. D., there were nine: Appia, Anio Vetus, Marcia, Tepula, Julia, Virgo, Augusta, Claudia, and Anio Novus. Later three more were built. In most cases the upper part of the channel was underground, but when they came out into the lower and uneven ground, the streams were supported by arches in order that the current might have a gradual fall. These arches were massive, many being of great height. Some of those in the Anio Novus were over 100 feet high. The aqueducts were of different lengths, the Anio Vetus being over 40 miles, and the Marcia about 35. The ruins of these aqueducts may be seen in the country about Rome now, while four are still in use and furnish an abundant supply of water for the modern city.

LESSON 86

THE INFINITIVE

1.—*The Infinitive.*

The infinitive mood is in fact a verbal noun. It has neither person nor number, and makes no change of form to show case. It retains a verbal value, has voice and tense, takes adverbial modifiers, and governs cases.

2.—*Tenses.*

There are three tenses:

- (a) Present, which has to do with continued action.
- (b) Future, which has to do with future action, and is used only in indirect discourse. See 117, 118.
- (c) Perfect, which has to do with completed action.

3.—*Stems and endings.*

- (a) The present tense, active and passive, belongs to the present system.
- (b) The future active is formed by combining *esse* with the future active participle; the future passive, by combining *irī* with the supine in *-um*.
- (c) The perfect active belongs to the perfect system; the perfect passive is formed by combining *esse* with the perfect passive participle.

Tense	Active voice	Passive voice
Present	pres. stem + <i>-re</i>	pres. stem + <i>-rī</i> , except in 3d conj., which has pres. stem + <i>-ī</i> , as <i>dūcī</i> .
Future	part. stem + <i>-ūrus esse</i>	supine in <i>-um</i> + <i>irī</i>
Perfect	perf. stem + <i>-isse</i>	perf. participle + <i>esse</i>

4.—*Paradigm: Infinitives of the model verbs.*

	Active		
	Present	Future	Perfect
I.	laudāre, <i>to praise</i>	laudātūrus esse, <i>to-be-going-to-praise</i>	laudāvisse, <i>to have praised</i>
II.	monēre, <i>to advise</i>	monitūrus esse, <i>to-be-going-to-advise</i>	monuisse, <i>to have advised</i>
III.	regere, <i>to rule</i>	rēctūrus esse, <i>to-be-going-to-rule</i>	rēxisse, <i>to have ruled</i>
IV.	audire, <i>to hear</i>	auditūrus esse, <i>to-be-going-to-hear</i>	audivisse, <i>to have heard</i>

	Passive		
I.	laudārī, <i>to be praised</i>	laudātum irī, <i>to-be-going-to-be-praised</i>	laudātus esse, <i>to have been praised</i>
II.	monērī, <i>to be advised</i>	monitum irī, <i>to-be-going-to-be-advised</i>	monitus esse, <i>to have been advised</i>
III.	regī, <i>to be ruled</i>	rēctum irī, <i>to-be-going-to-be-ruled</i>	rēctus esse, <i>to have been ruled</i>
IV.	audīrī, <i>to be heard</i>	auditum irī, <i>to-be-going-to-be-heard</i>	audītus esse, <i>to have been heard</i>

5.—*Vocabulary.*

doleō, 2, <i>feel pain, grieve, be sorry</i>	gaudeō, 2, <i>rejoice</i>
negōtium, n., <i>business, nuisance, trouble</i>	pāgina, f., <i>page</i>
	perficiō, 3, <i>finish, accomplish</i>

6.—*Exercise.*

(a) Translate: (1) Videre tē cupiō. (2) Negōtium māgnū est nāvīgāre. (3) Complēre pāginam cupiēbāmus. (4) Summū malū est vīvere cum hominībus malīs. (5) In nātūrā tria sunt: ūnū, gaudēre; alterū, dolēre; tertium, nec gaudēre nec dolēre. (6) Difficile erat rapi-dissimō flūmine opera perficere.

(b) Put into Latin orally: (1) It-was a-great nuisance to-prepare the-lesson last evening. (2) To-tell the-truth always, is hard. (3) We-were-eager to-throw some-water out-of-the-window upon the-boys. (4) It-will-be dangerous, after-selling the-horses, to-carry the-money through the-woods. (5) We-are-coming to town tomorrow and we-wish to-visit our friend William.

 OPTIONAL

7.—*State seal: Maryland.*

Scūtō bonae voluntātis tuae corōnāsti nōs.

8.—*Proverb.*

Haec tria, sī medicī dēsint, medicāmina praestent;
 Libera mēns cūrīs, fercula parva, quiēs.

Translation:

Let these three provide you healing remedies, if the physicians are to stay away: a mind free from cares, frugal meals, and sleep.

LESSON 87

THE INFINITIVE, CONTINUED

1.—*Review 86.4, the infinitives of the model verbs.*

2.—*Caution.*

In English, we frequently use the infinitive to express purpose. Do not use it so in Latin; as in "He is coming to town to sell his horse," "to sell" is not rendered by the infinitive. There are several ways of expressing purpose, one of which is given in 83.3 (c). The fuller treatment is found in 112.2.

3.—Chief uses of the infinitive.

- (a) As a substantive, where it may appear as subject, object, or predicate nominative. See 4, below.
- (b) To complete the meaning of an incomplete verb. This is called the complementary infinitive. See 5, below.
- (c) In place of the indicative, after verbs of saying, knowing, thinking, and the like. This is called the infinitive in indirect discourse. See 88.4.

4.—The infinitive as a substantive.

The infinitive, generally the present, may be used as the subject of a verb, as the object, and as the predicate nominative. When so used, it is neuter. It can be so used only in the nominative and accusative, the other cases being supplied by the gerund and supine: as, ambulāre est grātum, *to walk is pleasant*; cupit ambulāre, *he wishes to walk*; vidēre est crēdere, *to see is to believe*.

5.—The complementary infinitive.

The infinitive, particularly the present, is often used to complete the meaning of certain verbs. This is called the complementary infinitive: as, nēmō effugere potest, *no one can escape*.

NOTE: This infinitive is used after verbs which mean *can, will, wish, ought, resolve, endeavor, dare, fear, hesitate, hasten, begin, continue, cease, neglect, be accustomed, learn, know how, remember, forget, seem, and the like*.

6.—Predicate agreement.

The predicate noun or adjective used after a complementary infinitive must agree with the subject of the main verb: as, doctior fierī studēbam, *I was anxious to become more learned*.

7.—*Exercise.*

(a) Write in Latin 87.7 (c).

(b) Translate: (1) Carolus tē cum Georgiō et Henricō lūdere cupit. (2) Līberōs omnēs domī iam esse spērō. (3) Sānē doluī meās litterās tibi tempore redditās nōn esse. (4) Saepe cōgitābāmus trāns flūmen hortōs parāre. (5) Spērānt adulēscentēs omnēs sē diū victūrōs esse.

(c) Put into Latin orally: (1) At-the-beginning (*primō*) we-believed that was an-easy lesson. (2) We-plan never to-keep much cash (*pecūnia*) at-home. (3) You often wished to-get a-house across the-street. (4) We-all hope we shall-live long.

OPTIONAL

8.—*Proverb.*

Aquila nōn capit muscās (*flies*).

9.—*Anagrams.*

Bartholomaeus: Ah, sōl beatōrum!

Diabolus: Abī, dolus!

Elisabetha: I, tēla habēs!

Henricus: Hinc vir es.

Rōma: Amor, Marō, mora, armō.

LESSON 88

INDIRECT STATEMENTS

1.—*Review the infinitives of:* sum; hortor; vereor. Ap. II, p. 296.

2.—*Learn the infinitives of:* volō; mālō; nōlō; eō. Ap. III, p. 300.

3.—*Direct and indirect statement.*

When the exact words of the speaker or writer are given, we call this a *direct* statement: as, *the sailor loves the woman*. If this same fact is stated after a verb of saying, knowing,

etc., so as to give the thought in a form much like the direct, we call this an *indirect* statement: as, *he says that the sailor loves the woman.*

4.—*The infinitive in place of the indicative.*

When the indicative of a direct statement is used after a verb of saying, etc., in an indirect statement, the indicative becomes an infinitive, and the subject is in the accusative: as, direct, *nauta fēminam amat*; indirect, *dicit nautam fēminam amāre*, *he says that the sailor loves the woman* (lit. the sailor to love).

NOTE: This infinitive is used after verbs which mean *say, think, believe, hear, know, notice, show, tell, confess, announce, promise, hope, trust, write*, and similar ideas. It is in reality a noun and in the accusative case. Consequently both infinitive and its subject are in the accusative.

5.—*Tenses in this construction.*

When used in indirect statements, the infinitive has all three tenses:

- (a) Present, which refers to the same time as the verb of saying: as, *dicit tē errāre*, *he says that you are mistaken.*
- (b) Future, which refers to some time after the verb of saying: as, *dicit tē errātūrum esse*, *he says that you will be mistaken.*
- (c) Perfect, which refers to some time before the verb of saying: as, *dicit tē errāvisse*, *he says that you were mistaken.*

NOTE: The subject of the infinitive must not be omitted in this construction.

6.—*Vocabulary.*

addō, 3, <i>add</i>	occidō, 3, <i>kill</i>
adfirmō, 1, <i>state, affirm</i>	putō, 1, <i>think</i>
Aprilis, adj., <i>April</i>	resistō, 3, <i>oppose, resist</i>
laedō, 3, <i>hurt, harm</i>	(takes dat.)
Māius, adj., <i>May</i>	violō, 1, <i>injure</i>
Nōnae, -ārum, f., <i>Nones</i>	

7.—*Exercise.*

(a) Translate: (1) Tibi necesse est tuum nōmen mūtāre. (2) Spērō mē longās dē istīs rēbūs epistulās ad tē saepe missūrum esse. (3) Pompēius adfirmat nōn esse periculum; addit etiam sē prius occisum irī quam mē violātum irī. (4) Iter molestum futūrum esse sciō. (5) Frāter Henricus ad mē scripsit sē ad tē Nōnis Māiis ventūrum esse.

(b) Put into Latin orally: (1) From my sister's letter, I-think she is already in Britain. (2) We-wanted you to-know we had a-comfortable voyage, i.e., us to-have-sailed comfortably (*quiētē*). (3) We-hope you will-be with-us in-the-month (of) April. (4) My father wrote that he would-come tomorrow.

OPTIONAL

8.—*State seal: West Virginia.*

Montānī semper liberī.

Libertās ē fidēlitāte.

9.—*Conversation about honey.*

Quid Rōmānī prō saccharō habēbant?

What did the Romans have for sugar?

Ego sciō; in Bibliā enim mel saepissime praedicātur.

I know; for in the Bible honey is mentioned very often.

Ita; Hebraei, Graeci, Rōmānī melle multō saepius quam nōs ūtēbantur.

Yes; the Hebrews, the Greeks and the Romans used honey much more than we.

Homerus dicit sermōnem Nestoris melle dulciōrem esse.

Homer says Nestor's style is sweeter than honey.

Nōs dicerēmus eum tam dulcem quam saccharum esse.

We should say it was as sweet as sugar.

Catullus quoque passerem amātae dicit mellitum esse.

Catullus also says that his sweetheart's canary (sparrow) is honey-sweet.

LESSON 89

DEPONENTS

1.—*Deponents.*

Deponent verbs have the form of the passive voice, with the meaning of the active: *as, sequor, I follow.*

2.—*Conjugation.*

Verbs of this class are found in all four conjugations. They have the participles of both voices, present, future, perfect, and gerundive. All these are active in meaning, except the gerundive, which is passive in meaning as well as in form.

3.—*Paradigm.*

Learn the conjugation of the following verbs, one of each conjugation: *horror, vereor, loquor, mentior.* See Appendix II, page 296.

4.—*Vocabulary.*

cōnor, 1, try, attempt
laetor, 1, rejoice, be glad
imitor, 1, imitate

mentior, 4, lie
mīror, 1, wonder-at, be surprised-at, admire
sequor, 3, follow

5.—*Exercise.*

(a) Translate: (1) *Laetātus sum fēlicitāte nāvīgātiōnis tuae.* (2) *Tēcum loquī iam diū cupimus.* (3) *Nōne putās illum puerum mentīrī?* (3) *Sānē putō eum et alterum mentīrī.* (4) *Helvētīi per nostram prōvinciam iter facere cōnābantur.* (5) *Tuam tarditātem in pēnsō faciendō sānē mīrāmur.*

(b) Put into Latin orally: (1) The-boys said they were not afraid-of the teacher. (2) Did you not think they were-lying? (3) We-were-talking with-you about that game yesterday. (4) Will-you-try to-play again tomorrow? (5) Good little girls never speak-falsely. (6) The-girls

tried to-imitate the-speed of-the-boys. (7) Caesar promised that he-would-give grain.

OPTIONAL

6.—*Conversation about sugar-cane.*

Vidistine cannās saachc-rinās?

Have you seen the sugar-cane?

Ego nōn vīdī; numquam enim iter in partēs merīdionālēs fēcī.

I never have, for I have never made a journey through the South.

Ego vīdī; cum enim annō proximō iter in Californiam viā ferrātā, Pacificā Merīdionālī facerem, multōs agrōs cannārum vīdī.

I have, for when last year I was taking a trip to California over the Southern Pacific railroad, I saw many fields of cane.

Cūius reī similis canna est?

What thing is cane like?

Zea similis est, sed multō māior; puerulī nōbīs eās in statiōnibus vēndēbant.

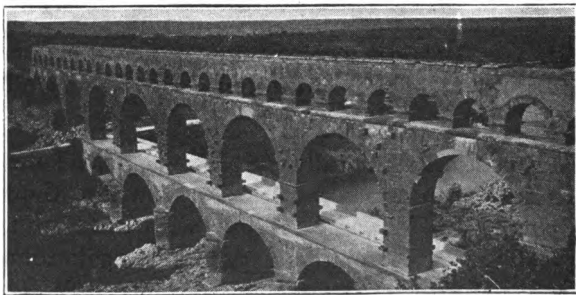
It is like Indian corn, but much taller; small boys sold them to us at the stations.

Quid ex eīs fēcistī?

What did you do with them?

Ad nōdōs fractīs (dat.), cortice cultellō excīsō, sūcum dulcem exsūximus.

We broke them at the joints, pared off the rind with a knife and sucked out the sweet juice.



AQUEDUCT NEAR NÎMES, FRANCE
 Built by Antoninus Pius
 (See page 166)

LESSON 90

SEMI-DEPONENTS. ABLATIVE WITH UTOR

1.—*Semi-deponents.*

There are a few verbs, called semi-deponents, which are regular except in the perfect stem forms, which appear as deponents. Those commonly found are:

audeō, audēre, ausus sum, *dare, venture*

fidō, fidere, fīsus sum, *trust in, rely upon* (takes abl. or dat.)

gaudeō, gaudēre, gavīsus sum, *rejoice, be glad*

soleō, solēre, solitus sum, *be used, be accustomed*

2.—*Ablative with ūtor and other deponents.*

RULE: The deponents ūtor, fruor, fungor, potior, vēscor, and their compounds, take the ablative of the object: as, funguntur officiō, *they do their duty.*

NOTE: It is important to remember that *only these five* deponents are given as requiring the ablative. The others take their object in the usual case. Also, these deponents take the *ablative*, and *not* the *dative*.

3.—*Learn the following and conjugate two:*

comitor, 1, *accompany, attend*

cōnfidō (like fidō), *trust in, rely upon* (with dat. or abl.)

cōnor, 1, *try, attempt*

meditor, 1, *think, consider*

4.—*Vocabulary.*

cāseus, m. *cheese*

fruor, 3, *enjoy*

fungor, 3, *perform*

opera, plur., *efforts, pains*

pānis, m., *bread*

potior, 4, *get possession of; acquire*

ūtor, 3, *use, enjoy, take advantage of*

vēscor, 3, *eat, feed on*

5.—*Exercise.*

(a) Translate: (1) Utar eā portā quam primam viderō. (2) Rōmānī, pugnāre nōn ausī, imperātōrem celeriter in castra secūtī sunt. (3) Omnibus hostibus aut interfectis aut captis, magnā praedā potitī sumus. (4) Numquam pāce fruēmur. (5) Aliquis mihi dixit Carolum semper Helenam domum comitārī. Estne vērum? (6) Magister pauca nōbiscum dē tarditāte nostrā loquētur.

(b) Put into Latin orally: (1) Today we-shall-eat bread and cheese and apples at recess. (2) Why did not Henry accompany Mary home yesterday? Did-he-fear the-boots of-her-father? (3) We-shall-trust-in your care and your efforts. (4) I-have-tried to-do my duty to-my-country in times of-war and of-peace.

OPTIONAL

6.—*State seal: Arizona.*

Deus dītat (*enriches*).

7.—*Proverb.*

Omnia vincit amor. Virgil's Ciris, 437.

LESSON 91

REVIEW. OPTIONAL

- 1.—Name the participles and state how each is formed.
- 2.—Translate the following ablative absolute so as to show: (a) time; (b) condition; (c) cause; (d) concession: Militibus interfectis, dux in oppidum mātūrābat.
- 3.—Give the ways for translating an ablative absolute.
- 4.—Give the stems and endings of the tenses of the infinitive.
- 5.—Is purpose expressed by the infinitive in Latin? Give the chief uses of the infinitive.

6.—Explain direct statement; indirect statement. When does the infinitive take the place of the indicative?

7.—What are deponent verbs? Semi-deponents? Which deponents take their object in the ablative?

NOTE: The class should review all the lessons covered since the last review. Questions should be prepared beforehand by teacher and pupils.

8.—*Periphrastic conjugations.*

In addition to the usual conjugations, there are two known as periphrastic conjugations, which correspond to what is called *progressive*, in English texts. It is formed by combining the future participles with the regular forms of *sum*, the first periphrastic using the active future participle, and the second periphrastic using the passive future participle (gerundive).

1. First Periphrastic Conjugation

(a) Indicative

Present,	laudātūrus sum, <i>I am going to praise.</i> laudātūrus es, <i>you are going to praise.</i> laudātūrus est, <i>he is going to praise.</i> laudātūrī sumus, <i>we are going to praise.</i> laudātūrī estis, <i>you are going to praise.</i> laudātūrī sunt, <i>they are going to praise.</i>
Imperfect,	laudātūrus eram, <i>I was going to praise.</i>
Future,	laudātūrus erō, <i>I shall be going to praise.</i>
Perfect,	laudātūrus fui, <i>I have been, or was, going to praise.</i>
Pluperfect,	laudātūrus fueram, <i>I had been going to praise.</i>
Future perfect,	laudātūrus fuerō, <i>I shall have been going to praise.</i>

(b) Subjunctive.

The tenses are formed regularly, laudātūrus sim, etc.

(c) Infinitive.

Present, *laudātūrus esse, to be going to praise.*

Perfect, *laudātūrus fuisse, to have been going to praise, etc.*

2. Second Periphrastic Conjugation.

(a) Indicative.

Present, *laudandus sum, I have to be praised, am going to be, must be.*

Imperfect, *laudandus eram, I had to be.*

Future *laudandus erō, I shall have to be.*

Perfect *laudandus fui, I have had to be praised.*

Pluperfect, *laudandus fueram, I had had to be praised, etc.*

Future perfect, *laudandus fuerō, I shall have had to be.*

(b) Subjunctive.

The tenses are formed regularly, *laudandus sim.*

(c) Infinitive.

Present, *laudandus esse, to have to be praised.*

Perfect, *laudandus fuisse, to have had to be praised.*

NOTE: You will seldom meet with these forms, just as the equivalents in English are not often seen. They are given, however, in case you should need them.

LESSON 92

PARTICLES. ADVERBS

1.—*Particles.*

Adverbs, prepositions, conjunctions, and interjections are called particles.

2.—*Adverbs.*

Adverbs show *how, when, and where* the action of the verb takes place; they also modify adjectives and other adverbs: *as, falsō dicere, to speak falsely; tam multa, so much.*

3.—*Classes.*

(a) Adverbs of place.

<i>alibi, elsewhere</i>	<i>inde, from there</i>
<i>eō, there (of motion to)</i>	<i>quō, where (of motion to)</i>
<i>eōdem, to the same place</i>	<i>ubi, where</i>
<i>hīc, here</i>	<i>unde, whence, where (of motion from)</i>
<i>hinc, hence, from here</i>	<i>undique, on all sides</i>
<i>hūc, hither, here (of motion)</i>	
<i>ibi, there</i>	

(b) Adverbs of time.

<i>aliquandō, sometime</i>	<i>iterum, again</i>
<i>cottīdiē, daily</i>	<i>nōndum, not yet</i>
<i>crās, tomorrow</i>	<i>numquam, never</i>
<i>dēinde, then, next</i>	<i>nunc, now</i>
<i>dēnique, finally</i>	<i>prīmum, first</i>
<i>hodiē, today</i>	<i>saepe, often</i>
<i>iam, already</i>	<i>umquam, ever</i>
<i>iam diū, long ago</i>	

(c) Adverbs of cause, manner, or degree.

<i>cūr, why</i>	<i>quam, how, as</i>
<i>ergō, therefore</i>	<i>sic, so</i>
<i>ita, so</i>	<i>valdē, greatly, very much</i>
<i>magis, more</i>	<i>vix, hardly</i>
<i>paene, almost</i>	

4.—*Vocabulary.*

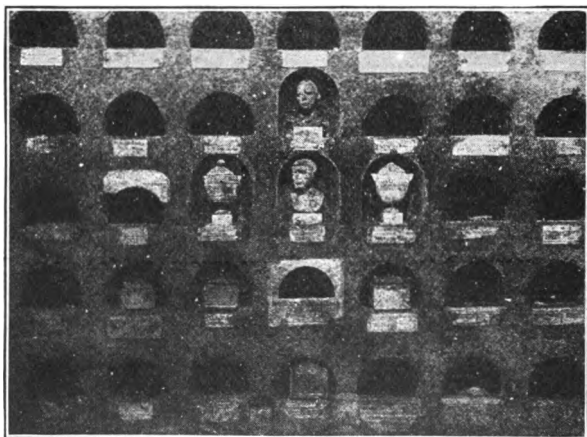
<i>negō, 1, deny, say—not</i>	<i>scrīptum, n., exercise, what-is-written</i>
<i>perdiscō, 3, learn-by-heart</i>	<i>vīcus, m., village, ward, street</i>

5.—*Exercise.*

(a) Translate: (1) *Negāvit sē umquam Novum Eborācum nāvīgāvisse.* (2) *Gaudēmus tē ad nōs tam multa totiēns scrībere.* (3) *Noster vīcus, positus in valle pulchrā,*

altissimīs montibus undique continētur. (4) Ergō crās māter tibi nūllam pecūniam dabit. (5) Quid est melius quam sic esse ut sumus? (8) Dē tē et Franciscā cottidiē magis et magis cōgitō.

(b) Put into Latin orally: (1) Why don't you visit us sometime? (2) We shall never come to-the-same-place again. (3) Are-you-doing this task now for-the-first-time? (4) I had hardly looked-at it, but the-teacher told me to-recite. (5) How-many-times did-you-prepare this exercise? (6) Thrice: first I-read it; then I-wrote it; then I-learned-it-by-heart.



COLUMBARIA: WALL SHOWING NICHES

OPTIONAL

6.—*The Catacombs, or Columbaria.*

The wealthy families bought lots along the main roads outside of the city and built expensive tombs and monuments, some of which are still to be seen. For their slaves and for others who were not able to buy expensive lots,

the custom of underground burial became common. The soft stone underlying the hills, mainly tufa, was quarried for building purposes, the workmen often making long tunnels. These were readily adapted to burial purposes by cutting rows of niches, or larger openings, where cinerary urns or embalmed bodies could be placed and sealed securely. These niches gave to the underground chambers the appearance of dove-cotes and were sometimes called *columbaria*. Some were made at great expense and on an enormous scale. So common did this method of burial become that it is estimated that there were made more than 500 miles of catacombs, in which five or six million people were buried.

NOTE: Have you read any story in which reference is made to the Catacombs?

LESSON 93

FORMATION AND COMPARISON OF ADVERBS

1.—*Formation.*

Many adverbs are formed from nouns, pronouns, and from adjectives by adding certain endings to the base. The following are the more common endings:

- (a) -ā: as, dextrā, *on the right*; laevā, *on the left*.
- (b) -ō: as, prīmō, *at first*; tūtō, *safely*.
- (c) -ē (ĕ): as, altē, *highly*; miserē, *wretchedly*; male, *badly*. This ending is largely used in forming adverbs from adjectives of the first and second declensions.
- (d) -um: as, multum, *much*; primum, *first*.
- (e) -ter, -iter: as, audacter, *boldly*; fēliciter, *happily*. This ending is used in forming adverbs from adjectives of the third declension, but is not confined to these.
- (f) -tim: as, furtim, *secretly*; privātim, *privately*.

2.—*Comparison.*

Adverbs whose meaning permits generally have three degrees of comparison. The comparative ends in *-ius*, and the superlative usually in *-issime*, following the comparison of the adjectives from which they are derived.

Positive	Comparative	Superlative
ācritēr, <i>sharply</i> (ācer)	ācrius	ācerimē
audācter, <i>boldly</i> (audāx)	audācius	audācissimē
altē, <i>highly</i> (altus)	altius	altissimē
facile, <i>easily</i> (facilis)	facilius	facillimē
pulchrē, <i>beautifully</i> (pulcher)	pulchrius	pulcherrimē
tūtō, <i>safely</i> (tūtus)	tūtius	tūtissimē

3.—*Irregular comparison.*

The following adverbs are irregular in comparison. Notice the close resemblance to the neuter form of the adjectives from which the adverb comes.

bene, <i>well</i>	melius	optimē
diū, <i>long</i>	diūtius	diūtissimē
male, <i>ill</i>	pēius	pessimē
multum, <i>much</i>	plūs	plūrimum
	magis	maximē
parvum, <i>little</i>	minus	minimē
saepe, <i>often</i>	saepius	saeplissimē
prope	propius	proximē

4.—*Vocabulary.*

aspectus, -ūs, m., <i>sight,</i> <i>appearance</i>	dēscendō, 3, <i>descend</i> hesternus, adj., <i>yesterday's</i>
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5.—*Exercise.*

(a) Write in Latin 92.5 (b).

(b) Translate: (1) Exercitum tū habēs diūtius quam populus iussit. (2) Sōl plūs quam duodēvīgintī partibus

est māior quam terra. (3) Ad male dicendum nōn solēmus dēscendere. (4) Mariā Latīnē pēius quam Carolīna loquitur. (5) Ego numquam mihi minus quam hesternō diē placuī. (6) Spērō ex tuis litterīs tibi melius esse.

(c) Put into Latin orally: (1) From the-house we-see a-mountain on-the-right and two lakes on-the-left. (2) Who writes Latin best here? Certainly Thomas writes it very badly. (3) Henry speaks Latin better than he-writes it, but William looks-at Grace more than at his-books. (4) Paul and Joseph are-writing these sentences very-easily.

OPTIONAL

6.—*State seal: Maine.*

Dīrigō, I direct.

7.—*Proverb.*

Quī tacet, cōsentire vidētur. Pope Boniface VIII.

LESSON 94

INTERROGATIVE PARTICLES

1.—*Questions.*

Questions are of two kinds: *direct*, which give the exact words of the speaker, and *indirect*, which give the substance of the statement in a form much like that of the direct question. Direct, *ubi sum? where am I?* Indirect, *nesciō ubi sim, I do not know where I am.*

2.—*How introduced.*

In Latin, questions are introduced by interrogative pronouns, adjectives, and adverbs; also by interrogative particles, of which the following are common:

an, -ne, num, utrum, *whether* (but often not expressed in English)

an nōn, nōnne, *whether not*

3.—*In single questions.*

When used in single questions, *nōnne* expects the answer *yes*: *as, nōnne canis lupō similis est? Is not the dog like the wolf? (Yes)*; *num* expects *no*: *as, num negāre audes? do you dare deny? (No)*; *-ne* added to the emphatic word, expects either *yes* or *no*: *as, potestne dicere? Can he speak?*

4.—*Double questions.*

In double or alternative questions, *utrum* or *-ne* stands in the first member, and *an*, *anne*, or *an nōn* or *necne*, or *not*, in the second:

<i>utrum</i>	<i>an</i> (<i>whether</i>)	<i>or</i>
<i>utrum</i>	<i>an nōn</i> (<i>whether</i>)	<i>or not</i>
<i>-ne</i>	<i>an</i> (<i>whether</i>)	<i>or</i>
<i>-ne</i>	<i>necne</i> (<i>whether</i>)	<i>or not</i>

In English we generally omit the word used in the first half of the Latin question: *as, utrum ea vestra an nostra culpa est, is that your fault or ours?* In answering double questions, it is necessary to repeat the part which contains the answer.

5.—*Yes and no.*

In giving an answer, Latin has no word that is quite equivalent to our *yes* and *no*. The affirmative answer is made in one of the following ways:

- (a) by repeating the verb, or some other emphatic word.
- (b) by using one of these words:
certē, certainly *ita, true, so* *sānē, indeed, surely*
etiam, even so *ita verō, certainly*

The negative answer is made as follows:

- (a) by repeating the verb or emphatic word with *nōn* or some other negative.

(b) by using one of the following

minimē, *by no means, not at all*

nōn, *not so*

nōn quidem, *certainly not*

nūllō modō, *by no means*

6.—*Vocabulary.*

conveniō, 3, *meet*

ūnā, adv., *together*

dīmittō, 3, *dismiss*

ūsque, adv., *up to, clear to*

nesciō, 4, *not to know*

7.—*Exercise.*

(a) Translate: (1) Cūr mihi nōn respondēs? (2) Utrum domī an in scholā herī erātis? (3) Nōnne mihi crēdis? (4) Conveniētisne hodiē nōbiscum ad flūmen post merīdiem? Ibi vōbiscum conveniēmus. (5) Lectiōnemne ūnā parābimus? Certē. (6) Scisne omnēs versūs quōs usque hodiē in hōc librō habuimus? Nesciō; sed Ricardus et Gualtērus eōs sciunt.

(b) Put into Latin orally: (1) When will-you-reply to your teacher? (2) Will-you-be by the-river or in the-city this afternoon (today after noon)? (3) Where shall-we-send our letters? (4) Will-you-come to the-lake this afternoon? (Yes), I-will-come. (5) Did your brother James say he knows all the-words of his-lesson? He did-say so. (6) Shall-we-wait-for the-little girls after school is dismissed (abl. abs.)? Certainly.

OPTIONAL

8.—*State seal: Idaho.*

Estō perpetua.

9.—*Proverb.*

Cavē (*beware*) quid dīcis, quandō, et cui.

LESSON 95

IRREGULAR VERBS

1.—*Review 18.1 and 2, the conjugation of sum in the indicative.*

2.—*Irregular verbs.*

There are several verbs which have peculiarities of their own, particularly in forming the present system. Among these are the following: *sum, I am; do, I give; volō, I wish; ferō, I bear; eō, I go; fiō, I am made, or become.*

3.—*Paradigm:* Learn the indicative and infinitive. Appendix III, page 298.

possum, posse, potuī, can, be able

prōsum, prōdesse, prōfuī, be of value, help

NOTE: *Possum* is made up of *pot(is), able,* and *sum,* and in conjugating, the *-t-* becomes *-s-* before the forms of *sum* which begin with *s*; *prōsum* has *prōd-* before a vowel.

4.—*Complementary infinitive.*

Possum and similar incomplete verbs may take an infinitive to complete the action. See 87.5.

5.—*Compounds of sum.*

Learn the following compounds of *sum,* and conjugate any two:

absum, abesse, āfui, āfutūrus, be absent

adsum, adesse, adfui, adfutūrus, be present, help

dēsum, dēesse, dēfui, dēfutūrus, be lacking, fail

intersum, interesse, interfuī, interfutūrus, be-among, be-with, be-in

praesum, praesesse, praefuī, praefutūrus, be-before, be-in-command, be-in-charge

supersum, superesse, superfuī, —, be over, survive, be-left.

NOTE: Some verbs have the participial stem in the future active participle but have not the perfect passive participle. In giving the principal parts of such verbs, often the future active participle is given, as in the list above.

6.—*Exercise.*

(a) Translate: (1) *Parvō contentī esse possumus.* (2) *Tū ipse eum vidēre nōn poterās.* (3) *Nēmō nōs in hāc causā plūs iuvāre potest quam tū.* (4) *Nihil tibi meae litterae prōderunt nisi eās accūrātē legēs.* (5) *Meī liberī numquam ab oculīs meis āfuērunt.* (6) *Puerī et puellae dolent quod nōn multum aestātis superest.* (7) *Nostra schola ab oppidō ferē duo mīlia passuum abest.*

(b) Put into Latin orally: (1) Could you learn anything from your sister's letter? (2) Will-you-be-able to help us in-preparing our work tomorrow? (3) These lessons will not be-of-value (*prosum*) to-you unless you-prepare them carefully. (4) The-river is about five miles from the mountains.

OPTIONAL

7.—*Fable, The Crane and the Peacock.*

Pāvō, cōram (before) grue pennās explicāns (spreading-out) "Quanta est," inquit, fōrmōsitās (beauty) mea et tua dēfōrmitās (ugliness). At grūs ēvolāns (flying-away) "Ēt quanta est," inquit, levitās (lightness) mea et tua tarditās (heaviness)!

An Old Fable, Author Unknown.

LESSON 96

COMPOUND VERBS. THE DATIVE WITH COMPOUNDS.

1.—*Compound verbs.*

It will be noticed that not only *sum* but a large number of common verbs form compounds. The new idea expressed by the compound may be much like the old idea of the verb modified by the preposition, or it may be quite different, or it may be anywhere between these extremes. It is frequently followed by the dative case.

2.—*Dative with compounds.*

RULE: Many intransitive verbs compounded with the prepositions *ad*, *ante*, *con*, *in*, *inter*, *ob*, *post*, *prae*, *prō*, *sub*, *super*, and sometimes *circum*, take the dative: as, *Brūtus nāvibus praeerat*, *Brutus was in charge of the ships*.

NOTE: Not *all* such verbs require a dative, but *many* do, especially verbs of motion. When required, it is due to the meaning of the verb.

3.—*Direct object with compounds.*

In case the verb used in the compound is transitive, the new compound may have a direct object in the accusative, in addition to the dative, and the dative may even be omitted: as, *imperātōrem legiōnibus praefecit*, *he appointed a commander over the legions*; *legiōnem praemisit*, *he sent the legion ahead*.

4.—*Vocabulary.*

Compare the new meaning of the compound verb with that of the preposition and verb apart:

committō, *con* + *mittō*, *entrust*, *commit*

oppōnō, 3, *ob* + *pōnō*, *put opposite*, *oppose*

occurrō, 3, *ob* + *curro*, *occur*, *come to meet*, *meet*

praeficiō, 3, *prae* + *faciō*, *put in charge*, *place over*

subiciō, 3, *sub* + *iaciō*, *set under*

subveniō, 3, *sub* + *veniō*, *help*, *come to the aid of*

civitās, f., *state*

medicus, m., *doctor*, *physician*

diffidō, 3, *distrust*

obscurō, 1, *darken*

foederātus, adj., *united*

praeses, m., *president*

lūmen, n., *light*

5.—*Exercise.*

(a) Write 95.6 (b).

(b) Translate: (1) *Quem magister huic operī gerendō praeficiet?* (2) *Lūna, subiecta atque opposita sōlī, radiōs eius et lūmen obscurat.* (2) *Tū tibi cōnfidis et nōs diffidimus.* (3) *Hunc nōbīs frūctum ēripere cupiunt.* (4) *Quī*

praeses Cīvitātum Foederātārum Andreae Jackson succēdit?

(c) Who set the-moon under the-earth? (2) The teacher put Charles in-charge-of that task. (3) Those very-bad boys met the pretty girls and threw water on them. (4) Who will-succeed this President of-the-United States? (5) The-doctor helped us when-we-were-in-pain (pres. participle).

OPTIONAL

6.—*Proverb.*

Homō prōpōnit, Deus dispōnit.

7.—*Two lines, four words.*

Conturbābantur Cōstantīnopolitāni
Innumerābilibus sollicitūdīnibus.

LESSON 97

IRREGULAR VERBS

1.—*Review 95.2, the list of irregular verbs.*

2.—*Paradigm:* Learn the indicative, infinitive, and participles. See Appendix III, pages 300-304.

volō, velle, voluī, *be willing, wish*

nōlō, nōlle, nōluī, *be unwilling*

mālō, mālle, māluī, *prefer*

dō, dare, dedī, datus, *give*

eō, ire, iī (ivī), itus, *go*

fīō, fierī, factus sum, *be made, become, happen*

NOTE: The irregularities occur in the present tense of all moods. *Mālo* is a compound of *magis* (shortened to *ma-*) and *volō*; *nōlō*, of *nē* and *volō*. The *-a-* of *dō* is short; otherwise it is much like the first conjugation. *Fīō* is used as the passive of *faciō*, and the perfect system uses *factus* from *facio*.

3.—*Vocabulary.*

castellum, n., *fort*

culex, culicis, m., *mosquito, gnat*

gignō, 3, *bring forth, produce,*
bear

palūs, -ūdis, f., *marsh,*
swamp

rēs pūblica, f., *state*

siccō, 1, *dry, drain*

4.—*Exercise.*

(a) Translate: (1) In scholam ire nolumus. (2) Marcus "nōn velle" prō "nōlle" dicit. (3) Palūdēs siccāre volumus ubi culicēs gignuntur. (4) Ibimusne hāc aestāte in Canadā? (5) Una rēs pūblica fiet ex plūribus. (6) In hostēs aquilam ferre incipit.

(b) Put into Latin orally: (1) We-were-going to the river this morning. (2) Why will the-city want to-drain the-swamps by the-river? (3) None of-these things can be-done by our pupils today. (4) Your lessons will never be better unless you-work carefully. (5) The-fort is ready for-receiving the-attack of-the enemy.

OPTIONAL

5.—*Public roads.*

As the power of the Romans spread over lower Europe, it became necessary to have good roads in order to keep in quick communication with the various parts of the conquered territory. The first of these, known as *Via Appia*, or the *Appian Way*, was built out from Rome towards Capua, and later extended to Brundisium, a port much used by Romans going and coming from Greece and the East. The roads were often named from the town to which they ran, as *Via Nomentana*, to Nomentum; *Via Praenestina*, to Praeneste; *Via Tiburtina*, to Tibur; *Via Ardeatina*, to Ardea; *Via Ostiensis*, to Ostia. Sometimes they were named from the builders, as *Via Flaminia*, from the consul Flaminius, *Via Appia*, from the censor Appius Claudius. Gradually the entire country occupied by the Romans was covered by a network of great roads, so that armies could be moved with rapidity, and messengers on horseback, by means of frequent relays, could in a short time send messages to Rome even from distant points.

These roads were built somewhat like our macadam roads, stone, cement and sand being the main materials. They were so perfectly laid out and built that many of them are still in use.

See page 167. The Appian Way.

LESSON 98

CONJUNCTIONS

1.—*Conjunctions.*

Conjunctions connect words, phrases, clauses, and sentences. They are of two classes, coordinate and subordinate.

2.—*Coordinates.*

Coordinate conjunctions connect words, phrases, clauses, and sentences of *equal* rank. The following are the more common:

atque, ac, and: usually adds a more important word or words to a less important; *ac* is merely a shorter form than *atque*, and does not stand before a vowel or *h*.

autem, now, but, however: introduces a continuation or a contrast. It is post-positive, that is, it does not stand first in a sentence, but usually follows the first word.

enim, for: introduces a fuller explanation of what precedes. It is post-positive.

ergo, therefore, so, accordingly: usually introduces a conclusion to what has already been stated.

et, and: the most common connective, showing merely connection.

etiam, even, also: while connecting, also stresses the word to which it belongs. It commonly precedes its word.

igitur, therefore: is like *ergo*, but is often post-positive.

itaque, therefore: is like *ergo*, but is not usually post-positive.

nam, *for*: is like enim, but not post-positive.

-que, *and*: is like et, but unites things more closely connected. If two words are connected by -que, it is attached to the second; if two phrases, clauses or sentences, it is usually added to the first word of the phrase, clause, or sentence which comes second.

quoque, *also, so also*: is post-positive, and expresses mere addition.

sed, *but*: introduces a contradiction or modification of what has been said.

vērō, vērūm, *true, but*: is like sed, but stronger, and takes first place in its sentence.

3.—Vocabulary.

acūtus, ad^{j.}, *sharp*

pergō, 3, *continue, keep on*

lūdō, 3, *play* (takes abl.)

placeō, 2, *please*

pila, f., *ball*

4.—Exercise.

(a) Write in Latin 97.4 (b).

(b) Translate: (1) Hostēs occupāre nostra castra cōnātī sunt, sed impetūs eōrum tulimus. (2) Hoc cōsilium Caesaris plērisque nōn probābātur; militēs vērō palam inter sē loquēbantur. (3) Hae rēs quidem gravēs sunt; vērūm, si placet, ad reliqua pergēmus. (4) Caesar quoque in proximō colle castra pōnit.

(c) Put into Latin orally: (1) We-wanted to-buy some fruit, but we-had no money. (2) We-are-eager to-be-dismissed early, for we-wish to-play ball. (3) You too are-working fast, therefore I wish you to-play with us also. (4) Our studies are important, but we-think games are more-important. (5) Not only all the-boys, but even some of-the-girls like to-play ball.

LESSON 99

CONJUNCTIONS, CONTINUED

1.—*Review 98, 1 and 2.*

2.—*Subordinates.*

Subordinate conjunctions connect a subordinate or dependent clause with the main clause or sentence on which it depends. They are divided into the following classes:

- (a) Temporal, introducing a clause of time, as:
 antequam, *before* dum, *while, until*
 cum, *when* postquam, *after*
 cum primum *as soon as* ubi, *when*
- (b) Conditional, introducing a condition, as:
 dum, dummodo *if only,* sī, *if*
 provided sī nōn, *if not*
 nisi, *unless*
- (c) Comparative, introducing a comparison, as:
 quam, *as* sicut, ut, utī, *just as*
 quasi, *as if* tamquam, *as if*
- (d) Concessive, introducing a concession, as:
 cum, *though, whereas* etiamsī, *like etsī*
 etsī, *even if* quamquam, *although*
- (e) purpose, showing end, as:
 ut, *in order that, that* nē (nēve); *that not*
 quō, *in order that* (with comparative)
- (f) Causal, introducing a cause, as:
 cum, *since, because* quia, *because, inasmuch as*
 propterea—quod, *for this* quod, *like quia*
 reason that quoniam, *like quia*

NOTE: The uses of the subordinates are more fully treated in connection with the complex sentence. In this lesson we consider specially only those which usually take the indicative mood; *antequam*, *cum primum*, *postquam*, *quamquam*, *quia*, *quod*, *quoniam*.

3.—*Vocabulary.*

mātūrō, 1, *hasten, hurry*
 serō, 3, *plant, sow*

trādūcō, 3, *take across, lead*
across

4.—*Exercise.*

(a) Translate: (1) Caesar postquam omnēs Belgārum cōpiās ad sē venīre vīdit, exercitum trādūcere mātūrāvit. (2) Hīs rēbus celeriter factīs, ipse, cum primum per anni tempus potuit, ad exercitum rediit. (3) Dumnorix Helvētiīs erat amicus, quod ex eā civitāte Orgetorigis filiam in mātrimonium dūxerat. (4) Quoniam mē unā vōbiscum servāre nōn possum, in urbem certē cum celeritāte ibō.

(b) Put into Latin orally: (1) After I-saw you going to the-river, I-hurried (*matūrō*) to-finish my work. (2) As-soon-as we-could, we-helped the-teacher in-planting the-trees. (3) The-general will-be friendly to-the-French (*Gallus*) because he-has-married a-woman from that country. (4) Since we can not take you along with-us, you can come with the others.

OPTIONAL

5.—*Spend the spare time of the hour singing Horace's beautiful ode, "Integer Vitae," page 349.*

NOTE on Vocabularies: After this lesson no special vocabularies will be given. By this time students should be accustomed to using the larger vocabularies in the back part of the book.

LESSON 100

REVIEW. OPTIONAL

- 1.—Give the classes of adverbs, with some examples of each. How are adverbs formed? How are they compared?
- 2.—Give the value of num in asking a question; nōnne; -ne. How are questions answered in Latin?

- 3.—Give the peculiarities of the conjugation of possum: *prōsum*.
 4.—Give the rule for the dative with compounds.
 5.—Give a synopsis of *volō*, first person singular.
 6.—What are coordinate conjunctions? Subordinate?

NOTE: The class should prepare anew all the lessons since the last review, and teacher and pupils should offer questions in class.

7.—*Gerunds*.

	I.	II.	III.	IV.
G. <i>laudandī,</i> <i>of praising</i>	<i>monendī</i>	<i>regendī</i>	<i>audiendī</i>	
D. <i>laudandō,</i> <i>for praising</i>	<i>monendō</i>	<i>regendō</i>	<i>audiendō</i>	
Ac. <i>laudandum,</i> <i>praising</i>	<i>monendum</i>	<i>regendum</i>	<i>audiendum</i>	
Ab. <i>laudandō,</i> <i>by praising</i>	<i>monendō</i>	<i>regendō</i>	<i>audiendō</i>	

8.—*Supines*.

<i>laudātum,</i> <i>to praise</i>	<i>monitum</i>	<i>rēctum</i>	<i>audītum</i>
<i>laudātū,</i> <i>to praise</i>	<i>monitū</i>	<i>rēctū</i>	<i>audītū</i>

OPTIONAL

9.—*Riddle. Dē Oculīs.*

Natūra locāvit

Nōs pariter geminōs, ūnā dē mātrem creātōs.

Dīvīsī haud magnō parvī dīscrimīne collis,

Ut numquam vīdī illum, nec mē vīderat ipse.

Sed cernit sine mē nihil, illō nec sine cernō.

Tatwin, par. 18 (Ebert.p.36.)

Translation:

Nature placed

Us side-by-side twins, born of one mother.

Separated by the small obstacle of a little hill,

As I never saw the other, neither had he ever seen me.

But he sees nothing without me, and without him I see nothing.

LESSON 101

THE IMPERATIVE MOOD

1.—*The imperative.*

The imperative is the mood of commands and entreaties.

2.—*Tenses.*

There are two tenses:

- (a) Present, which expects immediate fulfillment. It has only the second person, singular and plural.
- (b) Future, which looks towards fulfillment later, and is used mainly in laws, maxims, and the like. It has the second and third person, singular and plural.

3.—*Stems and endings.*

- (a) The imperative present and future belong to the present system. See 51.3.
- (b) The personal endings are:

Present			
Active		Passive	
Singular	Plural	Singular	Plural
2.	-te	-re	-minī
Future			
2. -tō	-tōte	-tor
3. -tō	-ntō	-tor	-ntor

NOTE: The present active has the verb stem in the singular, without any ending: *as, amā, rege*, etc. But *dicō, dūcō, faciō, and ferō* (and their compounds), have *dīc, dūc, fac, and fer*.

4.—*Negative commands.*

Negative commands are sometimes expressed in poetry by *nē* with the imperative, but they are usually expressed in prose by *nōlī* (plur. *nōlīte*) with the present infinitive: *as, nōlī pugnāre, do not fight* (lit., be unwilling to fight).

5.—*Paradigm: Imperative present.*

Active Singular	Passive Plural
I. laudā, <i>praise</i>	laudāte, <i>praise</i>
II. monē, <i>advise</i>	monēte, <i>advise</i>
III. rege, <i>rule</i>	regite, <i>rule</i>
IV. audī, <i>hear</i>	audīte, <i>hear</i>

Passive

I. laudāre, <i>be praised</i>	laudāminī, <i>be praised</i>
II. monēre, <i>be advised</i>	monēminī, <i>be advised</i>
III. regere, <i>be ruled</i>	regiminī, <i>be ruled</i>
IV. audīre, <i>be heard</i>	audīminī, <i>be heard</i>

NOTE: The future imperative is used so very little that it will be omitted from further consideration.

6.—*Exercise.*

(a) Translate: (1) Nōlī existimāre, Pompēi, hunc esse meum exercitum. (2) Iuvāte mē cōsiliō, sī potestis. (3) Rem tōtam investigā, cognōsce, perspice. (4) Tū, quaesō, festinā ad nōs venīre. (5) Nōlīte fortunam saepius temptāre. (6) Librōs tuōs cōservā et nōlī eōs neglegere.

(b) Put into Latin orally: (1) Help us with-some-money, if-you-can. (2) Learn everything carefully; then you-will-know much. (3) Pardon us; we can not wait-for him any-longer (*iam*). (4) Go to the-door; I think Francis is there. (5) Try to-prepare your lessons better tomorrow. You-are rather-lazy (comparative) today. (6) Don't think, George, that Mary was-looking-at you; she was-watching (*spectō*) a-mosquito.

OPTIONAL

7.—*Proverb.*

Aut insānit (*is crazy*) homō, aut versūs (*poems*) facit.

LESSON 102

THE IMPERATIVE, CONTINUED

1.—*Review 101, 4 and 5.*

2.—*Paradigm: Learn the present imperative*

sum	dō	volō
eō	ferō	nōlō

3.—*Paradigm: Write out the present imperative of:*

amō	terreō	agō	veniō
-----	--------	-----	-------

4.—*Commands.*

Commands of the second person are expressed by the imperative, as has been shown. Commands of the first and third persons are expressed by the subjunctive, which will be treated later. See 105.5.

5.—*The position of the vocative.*

It must be remembered that the usual position of the vocative case, or person addressed, is not at the beginning of a sentence, but after one or more words.

6.—*Exercise.*

(a) Write in Latin 101.7 (b).

(b) Translate: (1) Quidquid habēs in animō, ad mātrem scribe. (2) Ignōsce mihi; nōn possum haec ferre, nec feram. (3) Loquere cum magistrā; ea enim multa scit. (4) A nōbīs alteram epistolam expectā. (5) Retinē, quaesō, illōs et nōlī sinere haec omnia perīre. (6) Nōlī esse amīcus hominī pessimō.

(c) Put into Latin orally: (1) Listen-to what William says about swimming in the-river. (2) Give me that rod; don't strike him. (3) Your father does not want you to be friendly with those boys. (4) Girls, go into the-house and do your work before night comes.

OPTIONAL

7.—*Conversation about a drowning man.*

Ego vīdī cum hominī
paene suffōcātō vīta resti-
tuerētur.

Prīmō aquam ex pulmōni-
bus eius exhausērunt.

Quōmodō id fēcērunt?

Corpore mediō sublātō et
quassātō, aqua ex ōre ef-
flūxit.

Linguamne ex ore extrāx-
ērunt?

Ita; deinde respīrātiōnem
excitāre cōnātī sunt.

*I saw a man almost drown-
ed restored to life (lit. life re-
stored to a man).*

*First they drained the water
out of his lungs.*

How did they do that?

*When they had raised his
body in the middle and shak n
him, the water ran out of his
mouth.*

*Did they pull his tongue
out from his mouth?*

*Yes; then they tried to
start respiration.*

LESSON 103

THE SUBJUNCTIVE MOOD

1.—*The subjunctive.*

The subjunctive mood represents the action as possible or desired, and is primarily the mood of the minor clause, as the word *subjunctive* indicates. It bears some resemblance to the potential mood in English. In addition to its chief use in minor clauses, it has other uses in independent constructions, as in commands and wishes, but these are not so frequently met with.

2.—*Tenses.*

The tenses are present, imperfect, perfect, and pluperfect. The time value of these tenses is in general the same as that of the same tenses in the indicative.

3.—*Stems and endings.*

(a) The present and imperfect tenses belong to the present system, and use the present stem. See 51.3. The perfect and pluperfect belong to the perfect system and use the perfect stem. See 52.2.

(b) The personal endings are the same as those of the indicative, but have only -m in the first person singular. See 53.1.

4.—*Tense signs.*

(a) Present: the personal endings are added directly to the present stem; final -a- of the stem changes to -e- before the ending, as laude-m; the other stems add -a-, as mone-am, reg-am, audi-am. Remember that -a- is the characteristic vowel of the present subjunctive in every conjugation but the first.

(b) Imperfect: -re-: as, laudā-re-m.

(c) Perfect: -eri-: as, laudāv-eri-m.

(d) Pluperfect: -isse-: as, laudāv-isse-m.

NOTE: The imperfect and pluperfect active can always be formed by adding the personal endings to the present and perfect infinitive active, but it is necessary to note some changes in quantity.

5.—*Paradigm: the model verbs, active voice.*

	I.	II.	III.	IV.
	Present			
	Singular			
1.	laudem	moneam	regam	audiam
2.	laudēs	moneās	regās	audiās
3.	laudet	moneat	regat	audiat
	Plural			
1.	laudēmus	moneāmus	regāmus	audiāmus
2.	laudētis	moneātis	regātis	audiātis
3.	laudent	moneant	regant	audiant

Imperfect

Singular

1. laudārem	monērem	regerem	audirem
2. laudārēs	monērēs	regerēs	audirēs
3. laudāret	monēret	regeret	audiret

Plural

1. laudārēmus	monērēmus	regerēmus	audirēmus
2. laudārētis	monērētis	regerētis	audirētis
3. laudārent	monērent	regerent	audirent

6.—*Paradigm: the model verbs, perfect and pluperfect.*

I.

II.

III.

IV.

Perfect

Singular

1. laudāverim	monuerim	rēxerim	audīverim
2. laudāveris	monueris	rēxeris	audīveris
3. laudāverit	monuerit	rēxerit	audīverit

Plural

1. laudāverimus	monuerimus	rēxerimus	audīverimus
2. laudāveritis	monueritis	rēxeritis	audīveritis
3. laudāverint	monuerint	rēxerint	audīverint

Pluperfect

Singular

1. laudāvissem	monuissem	rēxissem	audīvissem
2. laudāvissēs	monuissēs	rēxissēs	audīvissēs
3. laudāvisset	monuisset	rēxisset	audīvisset

Plural

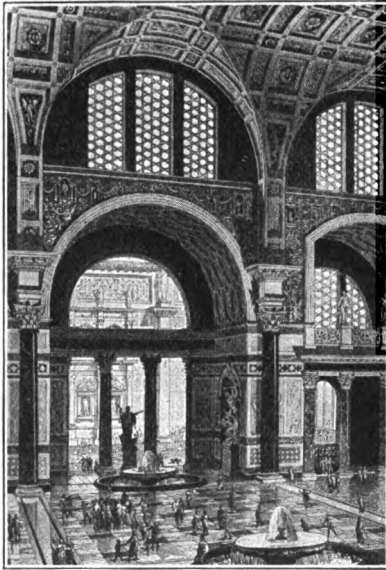
1. laudāvissēmus	monuissēmus	rēxissēmus	audīvissēmus
2. laudāvissētis	monuissētis	rēxissētis	audīvissētis
3. laudāvissent	monuissent	rēxissent	audīvissent

OPTIONAL

7.—*Public baths.*

With the growth of the city and the adoption of luxurious habits, great public baths began to be built. Some of these

were built at great expense and fitted out in a most extravagant manner. The main baths were those of Agrippa, Caracalla (for 1600 bathers at once), Diocletian (3200),



BATHS OF CARACALLA, RESTORED,
INTERIOR VIEW

and Constantine. There were many others smaller in size than these, but no less complete. Hot and cold water were supplied in abundance. In some of the baths a small fee was charged, but generally they were free, even towels and attendants being furnished without charge. These baths were common gathering places, and the magnificent gymnasiums, reading rooms, rest rooms, and the like encouraged the people to linger about these great social centers.

LESSON 104

THE SUBJUNCTIVE PASSIVE. ABLATIVE OF SPECIFICATION

1.—*Learn the subjunctive passive of the model verbs.* See Ap. I, p. 293.

2.—*Written synopsis.*

Write out a synopsis of the following verbs in the subjunctive, showing both voices, and all tenses, in the first person singular.

parō, 1, *prepare*
teneō, 2, *hold, keep*

cōsulō, 3, *plan for, look out for*
vinciō, 4, *tie, fasten*

3.—*Oral synopsis.*

Give a similar synopsis of the following, showing the third person singular:

labōrō, 1, *toil, suffer*tegō, 3, *cover, hide*dēleō, 2, *blot out, destroy*sciō, 4, *know*4.—*Specification.*

The ablative is used to show that in respect to which anything is or is done: as, virtūte praestābant, *they surpassed in courage, i. e., in respect to courage.*

5.—*Exercise.*

(a) Translate: (1) Cum (*since*) liber tuus amissus sit, post scholam dīmissam, manēre dēbēs. (2) Quī puer neglegentiā praestat? (3) Ego crēdō Gulielmum neglegentiā praestāre, cum liber eius semper maculātus est. (4) Cum domus magistrī combūreretur, cōstituimus in scholam nōn ire, sed contrā incendium pūgnāre.

(b) Put into Latin orally: (1) Which girl is most-remarkable for-her-beauty? (2) Since Caroline's hair is-cared-for with the-greatest pains (*cūra*), we think she excels in-beauty. (3) Since your cap (*pilleus*) has-been-hidden by-the-book, you could not find it.

OPTIONAL

6.—*Conversation about breakfasts.*

Mihi ientacula nostra
meliōra quam Rōmānōrum
videntur.

*Our breakfasts seem to me
better than those of the
Romans.*

Mihi quoque; māter nōbīs
lagana ex fagopyrō optima,
et pānem ex zeā et lardum
coquit; ego nōn invidēō
Rōmānīs.

*To me too; mother cooks us
very good buckwheat cakes and
corn bread and bacon; I do
not envy the Romans.*

Tamen omnēs gentēs suōs
cibōs optimōs ad edendum
habent. Magister noster
dicit pānem Gallicum plē-
rumque meliōrem Americānō
esse.

*Still, every nation has its
own good things to eat. Our
teacher says French bread is
generally better than Ameri-
can.*

Continued. See 105.7.

LESSON 105

THE HORTATORY SUBJUNCTIVE. COMMANDS. OPTIONAL

- 1.—*Review 103.5, the subjunctive active.*
- 2.—*Learn the subjunctive of sum, all tenses. See Appendix III, page 298.*
- 3.—*Subjunctive in independent sentences.*

It has been stated that while the subjunctive is primarily the mood of the minor clause, it also has certain uses in the main clause. 103.1. These are as follows:

- (a) The hortatory subjunctive, which expresses a command or exhortation.
 - (b) The optative subjunctive, which expresses a wish.
 - (c) The potential subjunctive, which expresses a possibility, or represents an action as possible. (This use of the subjunctive is not often found in Latin writers and we shall not consider it further.)
- 4.—*The hortatory subjunctive.*

The subjunctive may be used in the present tense to express a command or an exhortation. The negative is *nē*. This use is generally limited to the first and third person, the imperative being used for the second. 101.2 and 4.

5.—*Commands.*

The following plan shows the common uses of the subjunctive and imperative in making commands and exhortations:

	Singular	
Positive		Negative
1. laudem, <i>let me praise</i>		nē laudem, <i>let me not praise</i>
2. laudā, <i>praise</i>		nōlī laudāre, <i>do not praise</i>
3. laudet, <i>let him praise</i>		nē laudet, <i>let him not praise</i>
	Plural	
1. laudēmus, <i>let us praise</i>		nē laudēmus, <i>let us not praise</i>
2. laudāte, <i>praise</i>		nōlīte laudāre, <i>do not praise</i>
3. laudent, <i>let them praise</i>		nē laudent, <i>let them not praise</i>

6.—*Exercise.*

(a) Translate: (1) Pereant eī quī nōbīscum pugnant. (2) Pareāmus patribus nostrīs. (3) Nē neglegāmus pēnsa hodiē. (4) Eī liberī suōs librōs cūrent. (5) Amēmus patriam, pareāmus senātuī, cōsulāmus bonīs. (6) Nē d.fficilia optēmus.

(b) Put into Latin orally: (1) Let-him-perish who does not love his native-land. (2) Let's-look-at Mary's letter which she-wrote to George yesterday. (3) Let-them-try to-catch me; they-will not be-able, for I-can run as fast as a-horse.

OPTIONAL

7.—*Conversation about breakfasts, continued.*

Certē tamen syropum acernum eī nōn habent. Ego equidem putō cum laganīs nihil esse melius posse.	<i>At any rate they do not have maple syrup. I for my part think that nothing can be better with cakes.</i>
--	---

Sed exteris hic non semper placet. Pater amicum Italicum habet, qui dicit syrupum acernum sibi semper gustare medicinam.

Quam ridiculum! Acer amici nostri Canadenses ita amant ut folium acernum pro insigni gentili sumpserint.

But foreigners don't always like it. My father has an Italian friend who says that maple syrup always tastes to him like medicine.

How absurd! Our friends the Canadians like the maple so much that they have taken the maple leaf for their national emblem.

LESSON 106

THE OPTATIVE SUBJUNCTIVE. OPTIONAL LESSON

1.—*Learn the subjunctive of the following verbs:* See Appendix II, page 296.

hortor	volō
vereor	nōlō
loquor	mālō
mentior	eō

2.—*The optative subjunctive.*

The subjunctive, usually with *utinam*, is used to express an ardent desire or wish. The negative is *nē*.

- (a) The present tense implies that the wish is possible: as, *utinam hoc faciat, may he do this!*
- (b) The imperfect implies that the wish can not now be fulfilled: as, *utinam hoc faceret, O that he were now doing this!*
- (c) The pluperfect implies that the wish could not be fulfilled in the past time: as, *utinam hoc fecisset, O that he had done this!*

NOTE: *Volo* with an infinitive can be used to express a simple wish or desire.

3.—*Exercise:*

(a) Translate: (1) *Utinam* *Marīa* meum librum, quem eī dederam, nōn perdidisset! (2) *Utinam* pueri pēnsa māiōre cūrā scribant! (3) *Utinam* magistra nōbīs fēriās crās, diē circī, indicat!

(b) Put into Latin orally: (1) If-only (*utinam*) James would-wash his face (*faciēs*) before he-comes to school! (2) I-wish (*utinam*) the-teacher would-fall (*cadere*) sick (into sickness); then school would-be-omitted! (3) If-only I-had read my lesson! They would not be-laughing-at me now. (4) Would that I were fighting for my native land!

OPTIONAL

4.—*Conversation on skating.*

O quam fēlix sum! Quanta nix nocte proximā cecidit!

Post ientaculum eāmus ad collem cum trahiculīs et lābāmur usque ad tempus scholāe.

Nix tandem in pluvium sē commūtāvit; tum valdē frīguit.

Glaciēs super nivem velut argentum candet.

Estne firma?

Ita firma est ut trahiculās nostrās ferre possit.

Hēia! Tōtum spatium per pōmārium dē summō collī usque ad flūmen lābī poterimus.

O how happy I-am! What a great snow fell last night!

After breakfast let's go to the hill with our sleds and let's slide right up to school time.

Snow at length changed into water, then it froze finely.

Ice above snow shines like silver.

Is it firm?

It is so firm that it can stand our sleds, all right.

Hurrah! We shall be able to slide the whole way through the orchard from the top of the hill to the river.

Flūmen quoque congelāvit; usque ad alteram rīpam lābāmur. *The river is frozen too; let's slide to the other bank.*

Fēstīnēmus, nē tempus āmittāmus. *Let's hurry so as not to lose time.*

LESSON 107

SENTENCES AND CLAUSES

1.—*Sentence.*

A sentence is a thought expressed in the form of a statement, a question, an exclamation; or a command.

- (a) A statement is called a declarative sentence.
- (b) A question is called an interrogative sentence.
- (c) An exclamation is called an exclamatory sentence.
- (d) A command is called an imperative sentence.

2.—*Kinds of sentences.*

Sentences are of three kinds:

- (a) Simple, which contain one subject and one predicate, with their modifiers: as, *pater filium vocat, the father calls his son.*
- (b) Complex, which contain one main or independent clause and one or more minor or dependent clauses: as, *pater filium quī nōn audit vocat, the father calls his son who does not hear; pater filium vocat, quod eum nōn videt, the father calls his son because he does not see him.*
- (c) Compound, which contain more than one main or independent clause, and may contain also any number of minor or dependent clauses: as, *pater*

filium vocat quod eum nōn videt, et in urbem mittere in animō habet, *the father calls his son because he does not see him and he intends to send him into the city.*

3.—Connectives in complex sentences.

Minor or dependent clauses are united to the main or independent clauses in the following ways:

- (a) By a relative pronoun or relative adverb (*quō, quārē, ubi, unde*): as, pater filium quī in hortō est vocat, *the father calls his son who is in the garden; filius in urbem rediit, unde vēnit, the son has returned to the city whence he came.* These are called relative clauses.
- (b) By an interrogative word in indirect discourse: as, videō quid agās, *I see what you are driving at.* See 115.5.
- (c) By a subordinate conjunction, 99.2.: as, pater filium vocat quod eum mittere in urbem in animō habet, *the father calls his son because he intends to send him into the city.*

4.—Kinds of minor clauses.

The following are the common kinds of minor clauses:

- (a) Temporal clauses, or clauses of time, which are introduced by a conjunction of time. 99.2 (a).
- (b) Clauses of purpose, or final clauses, which are introduced by the relative *qui*, or by a conjunction *ut, nē, quō.* 99.2 (e).
- (c) Causal clauses, or clauses of cause, which are introduced by a causal conjunction. 99.2 (f)

- (d) Clauses of result, or consecutive clauses, which are introduced by the conjunction *ut*, or the relative *quī*.
- (e) Concessive clauses, or clauses of concession, which are introduced by a conjunction of concession. 99.2 (d).
- (f) Conditional clauses, or clauses of condition, which are introduced by a conjunction of condition. 99.2 (b).

OPTIONAL

5.—*A Story of Benjamin Franklin.*

Benjamin Franklin locō humilī, annō Dominī MDCCVI, nātus est. Pater sapōnem (*soap*) et candēlās faciēbat; itaque cum Benjamin eum adiuvāre vellet, puerulus magnā industriā candēlārum filā (*wicks*) secābat, fōrmās (*molds*) complēbat, candēlās sapōnemque vendēbat, mandāta (*errands*) persequebātur; quibus rēbus faciendis (*by-doing*) ita ūtilis patrī erat ut in scholam nōn ante ūndecimum annum missus sit.

Sē autem librīs legendīs (*by-reading*) ipse docēbat; et cum paulum (*a-little*) pecūniae meruisset (*had-earned*), eam in librīs impendēbat (*spent*). Quibus ex librīs maximē “Peregrīnī (*Pilgrim’s*) Prōgressus” diligēbat (*liked*) ita ut cētera opera Bunyanī omnia comparāret (*secured*). Quae subinde lēcta (*read*) vēndidit et libellōs vilēs (*cheap*) de rēbus gestīs (i. e., *history*) ēmit.

NOTE: By this time the pupils should be able to read the Latin paragraph and secure a fair idea of the thought without either translating, or looking up the words which are not familiar. The teacher will find it profitable to encourage this practice, as it fosters the habit of rapid reading and adds to the pleasure of Latin study.

LESSON 108

VALUE OF MINOR CLAUSES. SEQUENCE OF TENSES

- 1.—*Review 107.3, the ways in which minor clauses are united to the main clauses.*
- 2.—*Value of minor clauses.*

Minor clauses may be used with any one of the following values:

- (a) With the value of nouns, when they may be subjects, objects, or appositives: as, *imperāvit ut in castrīs remanērent, he ordered that they remain in camp.* These are called substantive clauses.
- (b) With the value of adjectives, when they add something to a noun: as, *fundus qui est in agrō, quī Sabīnus vocātur, eum meum esse aīō, the estate which is in the territory which is called Sabine, that I say is mine.* These are called adjective clauses.
- (c) With the value of adverbs, when they add something to the verb: as, *cum id nuntiātum esset, mātūrāvit, when this had been announced, he hastened.* These are called adverbial clauses.

- 3.—*Sequence of tenses.*

Any tense of the indicative in the main clause may be followed by any tense of the indicative in the minor clause, if the sense allows. But it must be kept in mind that the minor clause may require a subjunctive, in which case the tense depends upon the tense of the indicative used in the main clause. The rule is as follows:

Principal tenses follow principal tenses, and historical tenses follow historical.

4.—*Table of tenses.*

Principal tenses	Historical tenses
Present indicative	Imperfect indicative
Future indicative	Perfect indicative
Future perfect indicative	Pluperfect indicative
Present subjunctive	Imperfect subjunctive
Perfect subjunctive	Pluperfect subjunctive

EXPLANATION: If the main clause has one of the principal tenses and the minor clause requires a subjunctive, only the present or perfect subjunctive can be used; if the main clause has one of the historical tenses and the minor clause requires a subjunctive, only the imperfect or pluperfect subjunctive can be used.

5.—*Connectives in compound sentences.*

The main clauses of a compound sentence are united in the following ways:

- (a) By a coordinate conjunction. See 98.2.
 (b) By certain particles used correlatively, some of which are:

aliās	aliās, <i>at one time</i>	<i>at another time</i>
aliō	aliō, <i>in one place</i>	<i>in another place</i>
aut	aut, <i>either</i>	<i>or</i>
cum	tum, <i>while</i>	<i>so also</i> <i>not only</i>
hīc	illic, <i>here</i>	<i>there</i>
et	et, <i>both</i>	<i>and</i>
et	-que, <i>both</i>	<i>and</i>
iam	iam, <i>now</i>	<i>now</i>
modo	modo, <i>now</i>	<i>now</i>
nōn solum	sed etiam, <i>not only</i>	<i>but also</i>
primō	deinde, <i>at first</i>	<i>then</i>
simul	simul, <i>at the same time</i>	<i>at the same time</i>
sive	sive, <i>whether</i>	<i>or</i>
vel	vel, <i>either</i>	<i>or</i>

6.—*Exercise.*

Translate: (1) Caesar, aliās territandō aliās cohortandō, magnam partem Galliae in officiō tenuit. (2) Meus dolor nōn modo nōn minuitur, sed etiam augētur. (3) Ego secūtus aliud cōsilium sum, sīve hoc rēctē sīve nōn rēctē.

OPTIONAL

7.—*A Story of Benjamin Franklin, continued.*

Atque nōn solum librōs legēbat, sed etiam omnia attentē observābat et modōs (*ways*) rērum fabricandarum (*of-making*) investigābat; cūriōsus enim erat de causīs omnium rērum.

Cum ergō Benjamin librōs diligeret, pater statuit eum in officinam (*shop*) frātris suī, impressōris (*printer*), mittere, ut artem imprimendi (*of-printing*) cognōsceret. Hīc librōs imprimēbat atque legēbat. Quīdam autem bibliopōla (*bookseller*), quia frāter eius librōs imprimēbat, puerō librōs dē multis rēbus (*on many subjects*) commodābat (*lent*). Eōs Benjamin noctū legēbat; interdum ferē tōtam noctem librum legēns vigilābat (*sat-up*.)

LESSON 109

TEMPORAL CLAUSES

- 1.—*Review 107.4 (a).*
- 2.—*Temporal clause, how expressed.*

A clause denoting time is expressed in the following ways:

- (a) Cum, *when, while*, with the present, perfect, and future tenses of the indicative, simply fixes the time as present, past, or future: as, cum Rōmae sum, *when I am in Rome.*

- (b) Cum, *when, as*, with the imperfect or pluperfect tenses of the subjunctive, shows the temporal circumstances under which an action took place: as, Caesarī cum nūntiātum esset, mātūrāvit ab urbe proficisci, *when this had been reported to Caesar, he hastened to leave the city.*

NOTE: Ordinarily it is sufficient to remember that if the tense is present, perfect, future, or future perfect, the *indicative* should be used; if imperfect or pluperfect, the *subjunctive* should be used. In the sense of "all the time that" or "while," *cum* may take the imperfect or pluperfect indicative.

- (c) Postquam, posteāquam, *after*, ubi, ut, simul, simul atque, *when, as, as soon as*, with the indicative (usually present or perfect) simply state facts: as, postquam vīdērunt, *after they saw.*
- (d) Dum, dōnec, quoad, *until*, with the subjunctive, show suspense or design: as, exspectās dum dicat, *you are waiting until he speaks.*
- (e) Dum, dōnec, quoad, *up to the time that, as long as*, with the indicative, merely present the facts: as, dum licuit, *as long as it was permitted.*
- (f) Dum, *while*, with the present indicative, shows action in past time also: as, dum haec geruntur, *while these things were being done.*
- (g) Antequam and priusquam, *before*, with the indicative, especially the present and perfect tenses, simply state facts: as, antequam tuas litterās lēgī, *before I read your letter.*
- (h) Antequam and priusquam, *before*, with the subjunctive, show the action as one expected or desired: as, antequam aciēs satis intruerētur, *before the line could be properly drawn up.*

3.—*Exercise.*

(a) Translate: (1) Hanc epistolam dictāvi sedēns in castris, cum in castra hostēs tela conicerent. (2) Antequam in aliquo loco cōsederō, neque ad te iterum scribam neque de te audiam. (3) Ut vēni Rōmam, cum ad mē frāter vēnisset, nobis sermō de te fuit. (4) Postquam in litore relictam navem cōspexit, nūntium ad imperātorem dimisit. (5) Ego, quoad Pompēius in Italiā fuit, sperare nōn destiti. (6) Abite, dum est facultās.

(b) Put into Latin orally: After I-saw you, I-changed my plan. (2) While the-teacher was-explaining the-lesson, all the-boys and girls paid-attention. (3) Let-us-send the-letter before the-coach comes from-St. Louis. (4) As-soon-as they-hear from the-city, they-will-send the-news to us. (5) The-fleet of-Brutus was-seen while these-things were-being-done. (6) I shall stay in the city until I shall have finished my work.

OPTIONAL

4.—*Story of Benjamin Franklin, concluded.*

Frāter eī cibum pōtumque ut partem mercēdis (*pay*) dabat. Sed Benjamin, quī semper pecūniam ad librōs emendōs (*for-buying*) cupiēbat, frātrī “Tū mihi,” inquit, “dimidium (*half*) tantae pecūniae dā quanta meus cibus tibi cōstet (*costs*).” Quod cum frater eī permisisset (*had-granted*), ex hāc parvā pecūniā sibi pānem, būtyrum (*butter*) caseumque comparavit. Pecūniā autem quae supererat, sibi librōs emēbāt.

Itaque librīs legendīs et omnibus rēbus investigandīs, sē Americānum sapientissimum et honōrātissimum (*most-honored*) illius saeculī fēcit.

LESSON 110

REVIEW. OPTIONAL

- 1.—How are negative commands expressed in Latin? How are ordinary commands of the second person expressed? Of the first and third?
- 2.—Give the stems, tense signs, and personal endings of the subjunctive. Explain the optative subjunctive; the hortatory subjunctive.
- 3.—Give the rule for the ablative of specification.
- 4.—Define sentence; give the kinds.
- 5.—Give the connectives used in complex sentences. Name the kinds of minor clauses; give the value of minor clauses.
- 6.—Give the rule for sequence of tenses.
- 7.—Give the ways in which a temporal clause may be expressed.

OPTIONAL

- 8.—*The Roman Dinner.*

Quamdiū (*while*) Rōmānī priscōs (*old-time*) mōrēs retinēbant (*kept*), omnēs domesticī (*household*) in ātriō (*hall*) unā (*together*) cēnābant (*dine*). Sed postquam Rōmānī dīvitēs (*rich*) factī sunt, mōs erat dominō cum hospitibus (*guests*) in tricliniō (*dining-room*) cēnāre. Triclinium rē vērā (*properly*) lectus (*couch*) erat in quō trēs convīvae (*guests*) accumbere (*recline*) poterant, nam Rōmānī ad mēnsam accumbere solēbant. Tria erant triclinia, quae novem omninō convīvīs spatium (*room*) dabant. In trēs partēs Rōmānī cēnam dividēbant. Prīma pars gustus (*relish*) vocābātur, cēna altera, tertia mēnsa secunda. Rōmānis erat in prōverbiō, “Ab ōvō (*from the egg*) usque ad māla (*apples*).” Cēnam ministrābant (*serve*) strūctor (*server*), scissor (*carver*), aliī servī. Nōn solum pauperēs (*the-poor*) sed etiam dīvitēs ēlegantēsque (*and fashionable*) Rōmānī cibum digitīs (*with-fingers*) capiēbant.

Meurer's Lat. Lesebuch für Sexta.

LESSON 111

CAUSAL CLAUSES

1.—*Review* 107.4 (b).

2.—*Causal clauses, how expressed.*

Clauses showing cause are expressed in the following ways:

- (a) By *cum*, *because*, with the subjunctive: as, *eōs timeō cum armātī sint, I fear them because they are armed.*
- (b) By *quia* and *quod*, *because*, with the indicative, if the speaker vouches for the statement, but with the subjunctive if he makes another responsible for it: as, *puerī pēnsa bene faciunt quod sunt impigrī, the boys do their lessons well because they are smart;* but, *puerī pēnsa male faciunt quod sint dēfessī, the boys do their tasks badly because they are tired* (so they say).
- (c) By *quoniam*, and *quandō*, *because*, with the indicative: as, *quandō ita vīs, tēcum ambulābō, because you so wish, I will walk with you.*

3.—*Exercise.*

(a) Translate: (1) *Quoniam satis multa dixī, dēsistam.* (2) *Quō proeliō factō, quod saepius fortunam temptāre Galba nōlēbat, in prōvinciam revertī contendit.* (3) *Helvētīi, quod timōre perterritōs Rōmānōs esse existimārent, nostrōs lacessere coepērunt (began).* (4) *Caesar cum in Italiam ire contenderet in castra milītēs mittēbat.*

(b) Put into Latin orally: (1) Birds can fly because they-have wings. (2) Whether (108.5) because they-were lazy or because they-were tired, these boys did not run very-fast. (3) Because you did not do your exercise, you-

must stay after school. (4) George did not go to school yesterday because he-was sick.

OPTIONAL

4.—*Proverbs.*

Duōs quī sequitur leporēs (*hares*), neutrum capit.
Quālis dominus, tālis servus. Petronius 56.

LESSON 112

PURPOSE CLAUSES

1.—*Review 107.4 (c).*2.—*Purpose or final clauses, how expressed.*

In English, purpose is commonly expressed by the infinitive: as, I go to Rome to see the senate. This use of the infinitive is seldom found in the best Latin, where purpose is expressed in one of the following ways:

(a) By *ut* with the subjunctive, negative *ne*; as, *pūgnant ut liberī sint*, *they fight that they may be free*, or *to be free*; *pūgnant nē servī sint*, *they fight that they may not be slaves*, or *not to be slaves*.

(b) By *quī* with the subjunctive: as *legātōs mittunt quī dicant*, *they send ambassadors who may say*, or *to say*

NOTE: In place of the relative *quī*, a relative adverb 107.3 (a), may be used; *quō* is generally used with a comparative: as, *quō facilius dicant*, *in order that they may speak more easily*.

(c) By a gerund or gerundive. See 83.3 (c).

3.—*Exercise.*

(a) Translate: (1) A Caesare liberāliter invītor ut sibi sim lēgātus. (2) Haec scrīpsī quō facilius dē Pompēi rēbus cognōscerem. (3) Ad tē Mārcum mīsi cui eami pecūniam solvās. (4) Scrībō nōn ut tē meis litteris dēlectem, sed ut dē eā regiōne rogem. (5) Mīsimus Cornēlium quī prō agrō solveret.

(b) Put into Latin orally: (1) We are very-kindly invited to dine with (*apud*) the-teacher tomorrow. (2) Did-you-look-out not to burn the-trees? (3) I-asked-for twenty men in-order-to finish the-work more-easily.

OPTIONAL

5.—*The Government.*

You have seen that the Tarquins were the last kings of the Romans. After they were driven out, according to the story commonly told, two executive officers, called consuls, were elected annually, who held office for a year jointly, either one being able to *veto* anything the other tried to do. The main law-making body was called the senate; the senators were at first chiefs or heads of the various *gentes*. Under the early republic there were 300 senators, selected at first by the consuls, but later on by the censors, from the men who were of noble rank, that is, who had held one of the higher offices. Each censor renamed those who held over, unless crime or other offense was proven against them. Laws were made by the senate. After 286 B. C., a decree passed by the people in the *comitia tributa* was binding on equal terms with a decree of the senate.

LESSON 113

RESULT AND CONCESSIVE CLAUSES

1.—*Review* 107.4 (d) and (e).

2.—*Result, how expressed.*

Clauses of result, or consecutive clauses, are expressed in the following ways:

- (a) By *ut* with the subjunctive, negative *ut nōn*: as, *ita vīvunt ut amentur, they live in-such-a-way that they are loved; ita vīvunt ut nōn amentur, they live in-such-a-way that they are not loved.*

- (b) By *quī* (= *ut is*) with the subjunctive, negative *quī nōn*. This construction is not used much and will not be considered further.

NOTE: Commonly the main clause will contain some word which points to a result clause, as, *ita*, *tam*, *sic*.

3.—*Result and purpose clauses compared.*

The usual construction for purpose and result are the same for the affirmative and differ in the negative only in the use of *nē* in purpose and *ut nōn* in result. Sometimes it is difficult to tell whether the clause expresses purpose or result. In such cases, purpose looks towards the future, result to the past.

4.—*Concession, how expressed.*

Clauses of concession (such as begin with *although*, *granting that*) are expressed as follows:

- (a) By *quamquam* with the indicative.
- (b) By *quamvis* and *ut* with the subjunctive.
- (c) By *estī*, *tametsī* and *etiāmsī*, which take the construction of *sī*. See 114.3.
- (d) By *licet*, with the subjunctive.

5.—*Exercise.*

(a) Translate: (1) *Cōnfīdimus ita omnia esse ut eāmus.* (2) *Sum ita animō perturbātō dē Quīntō ut nihil possim cōgitāre.* (3) *Saepe accidit ut eī quī dēbent nōn solvant ad tempus.* (4) *Meae litterae sunt eīus generis ut nōlim eās cuique dari.* (5) *Haec pēnsa facimus ita accūrātē ut nihil possit suprā.*

(b) Put into Latin orally: (1) It-happened that on-that night the-moon was full. (2) I-shall-bring-it-about today, general, that you-will-thank (pres.) me either alive or dead. (3) Having-lost twelve ships, he-contrived (*efficiō*) so that he-could sail with the-rest. (4) Were you so foolish that you thought Caesar was not speaking the-truth?

OPTIONAL

6.—*Conversation about making maple sugar.*

Scīsne quōmodō saccharum ex sūcō acernō fiat?

Do you know how sugar is made out of maple sap?

Sciō; cum enim puerulus essem, in cīvitatē Vermontēnsī habitābāmus, ubi saccharum acernum clārissimum fit.

I know; for when I was a small boy we used to live in the state of Vermont, where the most famous maple sugar is made

Tūne ipse id fēcisti?

Did you yourself make it?

Ita, fēcī; pater mihi tria māgna acera prō domō nostrā dedit, ex quibus ego mihi saccharum facerem.

Yes, I did; my father gave me three big maples in front of our house, for me to make sugar for myself from them.

Continued. See 115.7.

LESSON 114

CONDITIONAL CLAUSES. OPTIONAL LESSON

1.—*Review 107.4 (f).*2.—*Conditional sentences.*

Conditional sentences are complex sentences in which the main statement is called the conclusion, and the minor clause is called the condition. The minor clause in English is introduced by *if*, or a similar word.

3.—*Conditional clauses, how expressed.*

Clauses showing condition are expressed in the following ways:

- (a) By *sī* with the indicative, if the statement is of *simple fact*. The main clause remains in the indicative: as, *sī hoc facis, bene est, if you do this, it is well.*

- (b) By *sī* with the present or perfect subjunctive if *doubt* is implied. This is called the "should—would" type of condition. The main clause also goes over to the subjunctive: *as, sī hoc faciās, bene sit, if you should do this, it would be well.*
- (c) By *sī* with the imperfect or pluperfect subjunctive, if the statement is *contrary to fact*, the imperfect referring to present time and the pluperfect to past time. The main clause also goes over to the subjunctive: *as, sī hoc facerēs, bene esset, if you were doing this, it would be well.*

4.—Kinds of conditional sentences.

Conditional sentences are therefore of three kinds, based on the kinds of conditional clauses: (a) *Conditions of simple fact*, with the indicative in both condition and conclusion; (b) *conditions of doubt*, with the present or perfect subjunctive in both condition and conclusion; (c) *conditions contrary to fact*, with the imperfect or pluperfect subjunctive in both condition and conclusion.

5.—Exercise: Classify these conditions:

- (1) *Si ūnō in locō futūrus es, litterās crēbrās ā nōbīs exspectā.* (2) *Sī aliquid dē Antōnīi adventū audieris, ad mē scribās.* (3) *Sī id nōn faciēs, maximē mirābor.* (4) *Sī iam valentior es, vehementer gaudeō.* (5) *Sī Rōmae essēs, ad tē dē hōc plūra scriberem.* (6) *Sī Carolus in urbem veniat, urbem vidēre nōn possit propter domūs.* (7) *Sī diūtius vīxisset Iūlia, māxima contentiō nōn fuisset.*

OPTIONAL

6.—Cursus honorum.

Young men in Rome who aspired to political leadership were required by custom, which became law after 180 B. C., to secure certain lower offices before they could

hold the next higher. Some time was first spent in the army, after which one might become a candidate for the post of *quaestor*, provided he was 25 years of age. If elected, he held this office for one year, and at least one year more had to pass before he could be a candidate for the next higher office, that of *aedile*, or that of *tribune* of the common people. If elected to one of these places, he served a year. Then passed another year before he could run for the office of *praetor*, if he was 30 years of age. After a year as praetor, two years more had to pass before he could be a candidate for the place as *consul*, the highest honor in the nation's gift. The honors, therefore, were quaestor, aedile (or *tribunus plebis*), praetor, consul, in regular course. After one had been consul for a year, he was appointed for a term of years *proconsul*, or governor of one of the great provinces. Caesar was made proconsul of Gaul and Illyria.

LESSON 115

SUBSTANTIVE CLAUSES

1.—*Review* 108.2 (a).

2.—*Substantive clauses.*

In Latin, as in English, a clause is often used in place of a substantive as the subject or object of a verb, particularly as the object. The following sentences will explain:

- (a) He requested that the matter be investigated, i. e.,
He requested an investigation.
- (b) He told what was true, i. e., He told the truth.
- (c) He said that he was going into the enemy's country.
No single word could express the idea of this clause
"he was going into the enemy's country," and yet
it is the object of the verb "said."

3.—*Kinds of substantive clauses.*

- (a) Indicative clauses after *quod, that, the fact that*. These are rare and will not be considered further.
- (b) Subjunctive clauses in indirect questions.
- (c) Subjunctive clauses after verbs of asking, commanding, and the like.
- (d) Infinitive clauses after verbs of saying, hearing and the like.

4.—*Questions, direct.*

Review lesson 94, which treats of direct questions.

5.—*Questions, indirect.*

Direct questions give the exact words of the speaker, but when such questions are placed after some verb of saying, hearing and the like, they are called *indirect* questions: as, in English, he asks where you are; he has heard what you are doing.

NOTE: Indirect questions are in fact not really questions, but are subordinate interrogative clauses which convey the idea that would be a question in direct form. This indirect question may be included in another direct question: as, Will you tell me where you are going? The direct question here is "Will you tell me," and what follows is the object of the verb.

6.—*Different from indirect statement.*

It is important to distinguish between indirect questions, which take the subjunctive (3 (b) above) and indirect statements, which take the infinitive with subject accusative (3 (d) above and 117). If in the direct form the sentence is a question, the verb becomes subjunctive when the sentence changes to the indirect form; but if it is a plain statement of fact in the direct, the verb becomes infinitive in the indirect, with the subject in the accusative.

7.—*Exercise.*

(a) Translate: (1) Caesar hōc audīverat ac simul atque "avē" mihi dixit, statim exposuit quid dē tē audīvisset. (2) Nōn sānē videō quem ad modum id fierī possit. (3) Hae erant causae cūr eō tempore dicere nōllem. (4) Ad mē scribe quid cēseās, vel potius quid in mentem veniat.

(b) Put into Latin orally: (1) Let me know (*fac ut sciam*) when you-will-be (*futūrus sis*) in Rome. (2) Tell me what Mary thinks about my plan. (3) Frank wishes to-know how your sister Claudia is (*quid agat*), and how-long she-is-to-be at-home. (4) Will-you-tell me why you-have not done your work?

OPTIONAL

7.—*Conversation about making maple sugar, continued.*

Ego quoque vīdī, cum abhinc paucōs annōs vēre primō in Canadā amīcōs vīserem.

Casam mediā in silvā acernā ubi sūcum coquunt habent.

Ratiō saccharī parandī simplex est.

Sūcus seu acernus seu cannārum seu bētārum coquitur dum conscrēscat; tum purgātus arēscit.

I have seen it too; I was visiting friends in Canada in the early spring a few years ago.

They have a shanty in the midst of the maple woods for boiling down the sap.

The method of preparing the sugar is simple.

The juice, whether of the maple or cane or beets, is boiled till it thickens; then after being purified, it dries.

LESSON 116

SUBJUNCTIVE CLAUSES AFTER VERBS OF ASKING

1.—*Review 115.3 (c).*

2.—*Clauses after verbs of asking.*

These clauses are introduced by *ut*, negative *nē*, except

that verbs of fearing take *nē* for the affirmative and *ut* or *nē nōn* for the negative. The clause of fear is in fact the negative of an implied wish.

3.—Verbs of asking.

(a) Some of the verbs which require this construction are:

<i>cēnsēō, propose</i>	<i>persuādeō, persuade</i>
<i>cōgō, compel</i>	<i>petō, seek, request</i>
<i>dēcernō, decide, resolve</i>	<i>postulō, demand</i>
<i>hortor, urge, exhort</i>	<i>precor, pray</i>
<i>imperō, order, command</i>	<i>quaerō, request, ask</i>
<i>labōrō, strive</i>	<i>rogō, ask</i>
<i>moneō, advise, warn</i>	<i>timeō, fear</i>
<i>ōrō, beg, pray</i>	<i>vereor, fear</i>

NOTE: The verb in the minor clause, usually in the imperfect subjunctive, is generally an imperative in the direct statement.

(b) Some vary from the regular rule:

(1) Either the subjunctive or the infinitive may be used with these:

<i>cōstituō, determine</i>	<i>nōlō, be unwilling</i>
<i>cupiō, desire</i>	<i>studeō, desire, be eager for</i>
<i>mālō, prefer</i>	<i>volō, wish, be willing</i>

(2) The infinitive is ordinarily used with these:

<i>cōnor, try, attempt</i>	<i>vetō, forbid</i>
<i>iubeō, order</i>	

4.—Exercise.

(a) Translate: (1) *Petō abs tē ut haec diligenter cūrēs.* (2) *Cūrā ut tē quam primum videāmus.* (3) *Tē ōrō et obsecrō, Attice, ut mē iuvēs.* (4) *Etiam atque etiam tē hortāmur ut quam primum cum tuō gladiō hūc veniās.* (5) *Vereor ut militēs obsidibus contenti sint.* (6) *Bonī puerī mālunt in circum cum patribus ire quod pecūniam multam tum habent.*

(b) Put into Latin orally: (1) We-beg of you, teacher, that you-(will)-make our work less hard. (2) Didn't I-

urge you to prepare your exercises this afternoon? (3) We were-warned that we-should-believe few of-the-things which we-heard. (4) Let-us-ask the-teacher that she-give us a-holiday, for she is never sick or out-of town. (5) Alas, (*ēheu*) I-am-afraid that it-will-make little difference (*interest paulum*) for she no longer cares-for holidays.

LESSON 117

INFINITIVE CLAUSES. INDIRECT DISCOURSE

- 1.—Review 115.3 (d), *infinitive clauses*.
- 2.—Review 88.3, *direct and indirect statement*.
- 3.—Review 88.4, *the infinitive in place of the indicative*.
- 4.—Review 88.5, *the tenses used in this construction*.
- 5.—*Infinitive clauses*.

The infinitive used in place of the indicative, after a verb of saying, hearing and the like, is a clause and is the object of the verb of saying: as, in English, he says that he is going home; "that he is going home" is used as the object of the verb says. While it is an indirect statement it is still a substantive clause.

6.—*Indirect discourse*.

By indirect discourse (pronounce dis-course', not dis'-course) we mean the same thing as by indirect statement, except that in indirect discourse we include also the minor clause or clauses which may form a part of the sentence quoted indirectly after some verb of saying.

7.—*Moods in indirect discourse*.

It has been seen that the verb of the main clause goes into the infinitive (which is a verbal accusative) and the subject becomes accusative. In the minor clause or clauses, the verb is ordinarily in the subjunctive.

8.—*Tenses.*

The tenses of the infinitive have been explained. See 88.5. The tenses of the subjunctive must follow the sequence required by the verb of saying. See 108.3 and 4.

9.—*Examples for study.*

Direct

I am going home because I am tired.

Domum eō quod sum dēfessus.

I went home because I was tired.

Domum ībam quod dēfessus fui.

I shall go home because I am tired

Domum ībo quod dēfessus sum.

Indirect

He says that he is going home because he is tired.

Dīcit sē domum īre quod sit dēfessus.

Dīxit sē domum īre quod esset dēfessus.

He says that he went home because he was tired.

Dīcit sē domum īsse quod dēfessus fuerit.

Dīxit se domum isse quod defessus fuisset.

He says that he will go home because he is tired.

Dīcit sē iturum esse domum quod dēfessus sit.

Dīxit sē itūrum esse domum quod dēfessus esset (or fuisset).

10.—*Exercise.*

(a) Translate: (1) Numquam ex illō audīvī illam pecūniam esse suam. (2) Nōs ā cōsulibus Capuam venīre iussī sumus. (3) Ab inītiō yīdī nihil quaerī praeter fugam. (4) In illīs librīs dīximus nihil esse bonum nisi quod honestum sit, nihil malum nisi quod turpe. (5) Vidēbam illam urbem tenērī nōn posse sine exercitū.

(b) Put into Latin orally: (1) Cicero writes that Pompey is in flight (*fugā*) and that he will sail with the first wind. (2) Clodius says that he can not be in two places at one time (*semel*), because no man could do this thing. (3) The soldiers thought that they would come back to Rome before winter (came). (4) Stephen says that he has heard several times the story which Robert told.

 OPTIONAL
5.—*Some proverbs.*

Dē gustibus (*tastes*) nōn est disputandum.

Expertus (*having-had-experience*), metuit.

Like our "A burnt child dreads the fire."

Nēmō repente fuit turpissimus (*a-villain*).

Faber (*architect*) suae fortūnae, i. e., a self-made man.

LESSON 118

INDIRECT DISCOURSE

1.—Review 117.6, *indirect discourse*; 117.7, *moods in indirect discourse*.

2.—*Clauses in indirect discourse are object clauses.*

By this time it is plain that the entire quotation, when placed after a verb of saying, is the object of the verb, including both the main statement and the minor clause or clauses. You must keep in mind that this main statement takes its verb into the infinitive with the subject in the accusative, and that the verbs of the minor clause or clauses are ordinarily in the subjunctive.

3.—*Subjunctive already in the minor clause.*

In many instances subjunctives are used in the minor clause *before* the direct statement is changed to the indirect. In such cases the subjunctive is retained and the only change is possibly in the tense, which must follow the rule of sequence required by the verb of saying. See 108, 3 and 4. If the sequence requires no change, none whatever is made: as,

Direct	Indirect
<i>He is going to town to buy a horse.</i>	<i>He says that he is going to town to buy a horse.</i>
Ad oppidum it ut equum emat.	Dicit sē ad oppidum ire ut equum emat.
<i>He went to town to buy a horse.</i>	<i>He said that he went to town to buy a horse.</i>
Ad oppidum ībat ut equum emeret.	Dixit sē ad oppidum ire ut equum emeret.

4.—*Exercise.*

(a) Translate: (1) Hīs litterīs intellegēs rem mihi dēesse dē quā scribam. (2) Quīntus frāter ad mē scripsit, quoniam Cicerōnem tēcum habērēs, se ad tē Nōnis Māiīs ventūrum esse. (3) Nihil arbitror esse quod tibi periculum faciat.

(b) Put into Latin orally: (1) I-think that the-teacher gives us exercises today because we-like to-write them. (2) Charles says that-we must (*dēbeō*) have hard lessons in-order to learn anything. (3) Let-us-write our parents in-Latin that-we are ready to receive (*recipere*) the-money which they-promised us.

OPTIONAL

6.—*A Story of Benjamin West.*

Benjamin West annō MDCCXXXVIII, in cīvitatē Pennsylvaniā, nātus est. Parentēs eius sectae (*religious-*

denomination) erant cūius socii (*members*) sē ipsi "Amicōs" nōminant, sed alii eōs "Trementēs" (*Quakers*) appellat. Quoniam in Bibliā dictum est, "Nōn faciēs tibi sculptile neque omnem similitūdinem (*likeness*) quae est in caelō dēsUPER, et quae in terrā dēORsum, nec eōrum quae sunt in aquis sub terrā" (Exod. 20.4), hi "Amicī," quamquam cīvēs sunt optimi, putābant tabulās (*pictures*) pingere nefās (*wrong*) esse. Itaque, quamquam Benjamin puerulus magnum ingenium (*talent*) ad dēscribendum (*drawing*) et pingendum habēbat, parentēs eum hāc arte instruere nōlēbant.

LESSON 119

DESCRIPTIVE CLAUSES

1.—*Review* 108.2 (b) *adjective clauses*; 107.3 (a), *relative clauses*.

2.—*Descriptive clauses*.

A clause which adds something to a noun, or equivalent, may be introduced by a relative pronoun, and while it is a relative clause in form, it is also an adjective clause in value. Such clauses are called descriptive clauses, and sometimes clauses of characteristic or quality.

3.—*Descriptive clauses in the subjunctive*.

Ordinarily when these clauses merely state a fact concerning some given antecedent they take a verb in the indicative; but if they describe some indefinite or general antecedent, they take a verb in the subjunctive. This subjunctive regularly follows such expressions as *sunt quī, there are some who; quis est quī, who is there who?; ūnus est quī, sōlus est quī, nēmō est quī, quis est quī suam patriam nōn amet? who is there that does not love his native land?*

4.—*Exercise.*

(a) Translate: (1) Petrus (ut antea ad te scripsi) omnis libros quos frater suus reliquisset, mihi donavit. (2) Ego nondum habeo quod ad te ex his locis scribam. (3) Ego quem fugiam habeo, quem sequar non habeo. (4) Nihil video quod sperem. (5) Doleo me non habere cui haec tradam. (6) Nemo est qui nos videat.

(b) Put into Latin orally: (1) Who is-there to-sell us books (who may-sell)? (2) Were-there girls in school who did not know Latin? (3) We-had nothing to write you (that we could-write). (4) There-will-be nobody to hear us.

OPTIONAL

5.—*A Story of Benjamin West, continued.*

Quodam tamen die (*one day*) Benjamin sororis filiolam (*little-daughter*) vigilabat, quae in cunis (*cradle*) dormiebat. Infans in somno subridebat (*smile*), et Benjamin constituit picturam parvulae describere. Igitur pennam et atramentum (*black-ink*) et incaustum (*red-ink*) imaginem filiolae depinxit (*paint*). Haec imago ita verisimilis (*accurate*) erat, ut matri vehementer placeret.

In schola Benjamin descriebat pennam antequam scribere potuit. Depingere quidem ita valde (*so very much*) cupiebat ut interdum (*some times*) pensa sua neglegeret.

LESSON 120

WRITTEN LESSON OR EXAMINATION. OPTIONAL

The questions for this lesson should be prepared by the teacher, and should be based on all the lessons since lesson 60. The plan suggested in lesson 60 will prove satisfactory.

LESSON 121

REVIEW. READING LESSON

1.—*Review of the accusative.*

Review the accusatives, learning the rules afresh, with one example under each rule: Direct object, 8.4; place to which, 14.2 (b); time how long, 61.2 (b); with prepositions, 75.2.

2.—*Lesson review.*

Review lesson 1, introductory to the text. Recite on the following headings: Early Latin; the development and spread of the Latin language; Romance languages; English largely derived from Latin; the Latin writers greatly influenced English writers; modern life debtor to Rome; training in accuracy for the learned professions; foreign languages require work.

3.—*Reading lesson. A father's letter to his son.*

Epistula magistrī tuī, Carole, grāta et iūcunda mihi fuit. Nam magister dīligentiam tuam laudat, et scribit: "Fīlius tuus bonus puer et industrius est." Māter tibi librum pulchrum, praemium dīligentiae tuae, mittit. Soror tua hodiē sex annōs habet. Cotidiē mē rogat: "Quandō, pater, revertet frāter?" Valē!

Author Unknown.

NOTE: Teachers should assign about half of each selection for outside preparation and have the class do the remainder in class.

1. Find and explain the accusatives.
2. Give the part of speech of each word.
3. Give the principal parts of the verbs.
4. Give English derivatives from each word, if there are any.

Notes: Line 5, *sex annōs habet*, is *six years old*, literally, *has six years*; 6, *valē*, *goodbye, farewell*, lit., *be strong*.

4.—*Help to translation:*

Your teacher sent me a good letter about you. So your mother sends you a present. Your little sister wishes to know when you are coming home.

OPTIONAL

5.—*A Story of Benjamin West, continued.*

Quadam diē pater eum in campōs (*field*) ad labōrandum mīsit. Cum tamen pater investigāre vellet quōmodō (*how*) Beniamin labōrāret, eum nusquam (*nowhere*) repperire potuit. Dēnique (*at-last*) in umbrā (*shade*) magnae phytolaccae (*poke-weed*) dēpingentem invēnit (*found*). Beniamin enim sūcum (*juice*) rubrum ex bācīs (*berries*) phytolaccae expresserat, et hōc sūcō imāginēs parentum et frātrum dēpingēbat. Hae erant ita vērīsīmiles ut pater omnēs recognōsceret.

Sed Beniamin nūllōs pēnicillōs (*brushes*) adhuc habuit, nec colōrēs. Hōs ab Indiānis, quī corpora rubrō et luteō (*yellow*) colōrābant, cōnsecūtus est (*obtained*); colōrem caeruleum Indicum (*indigo*) māter eī dedit. Sed nesciēbat unde sibi pēnicillōs faceret; tandem cōnsilium fēlix eī in mentem vēnit.

LESSON 122

REVIEW. READING LESSON

1.—*Review of the dative and genitive.*

- (a) Dative: Learn the rules afresh, with one example under each: Indirect object, 14.3; with adjectives, 43.3; with compound verbs, 96.2.
- (b) Genitive: Possessive, 23.4; with nouns, 23.3; partitive, 78.3.

2.—*Review lesson.*

Review lesson 2, the letters and their sounds. Recite on these headings: Alphabet; sounds of letters.

3.—*Reading lesson. Story, The Lion's Share.*

Societātem iungunt leō, equus, capra, ovis. Multam praedam capiunt, et in ūnum locum comportant. Tum in quattuor partēs praedam dīvidunt. Leō, autem, “prima pars,” inquit, “mea est, nam leō rēx animālium est. Et mea est pars secunda propter meōs labōres. Tertiam partem vindicō quoniam māior mihi quam vōbīs, animālibus imbēcillis et parvīs, fāmēs est. Quārtam, denique, partem sī quis sibi arrogat mihi inimicus erit.”

An Old Fable, Author Unknown.

1. Translate carefully.
2. Find and explain each dative and genitive.
3. Give the direct objects of the transitive verbs.
4. Give English derivatives from each word, if there are any.
5. Write a correct translation on the blackboard.

Notes: 1, societatem, *partnership*; 3, in quattuor partes, *into four parts*; 5, meos labores, *my efforts*; 6, maior—fames, *hunger is greater*; 8 arrogat, *claims-as-his-own*.

4. *Help to translation.*

Certain animals form a partnership, take their plunder to one place, and divide it. The lion claims all four parts, for reasons which he presents very strongly.

OPTIONAL

5.—*A Story of Benjamin West, continued.*

Cum enim fēlem (*cat*) manū palpāvisset (*stroked*) capillōs (*hairs*) longōs caudae saepe admirātus est; multīs igitur extractīs (*pull-out*), sibi pēnicillōs excellentēs fēcit. Denique māter attonita est quod fēlis cauda ita nūda fiēbat; tum dēbuit Benjamin cōfiterī (*confess*) sē hūius rei auctōrem (*responsible-for*) esse.

Eō fere tempore cōsobrīnus (*first-cousin*) puerulī ex urbe ad eōs vīsēndos (*to-visit-them*) vēnit; qui ingenium

(*ability*) parvī pictōris valdē admirātus, postquam in urbem rediit, eī capsulam (*small-box*) colōrum et aliquot (*several*) pēnicillōs, et carbasum (*canvas*) mīsit. Unā (*together*) cum capsulā, sex incisiōnēs (*engravings*) mīsit. Quibus omnibus rēbus parvus Benjamin ita fēlix erat ut dormire vix (*hardly*) posset. Noctū (*at-night*) capsulam in sellā (*chair*) ad lectulum (*bed*) posuit, et primā luce (*at-daylight*) pretiōsam capsulam in cēnāculum (*garret*) sēcum tulit, ubi tōtum diem pingendō cōsumpsit (*spent*).

LESSON 123

REVIEW. READING LESSON

1.—*Review of the ablative.*

Review the following ablatives, learning the rules carefully with one example under each rule: Place from which, 14.2 (a); place where, 14.2 (c); cause, 40.4; means and instrument, 40.3; manner, 41.3; agent, 54.3.

2.—*Review lesson.*

Review lesson 3, the parts of speech and inflection. Recite on these headings: Parts of speech; inflection; person, gender and number; declension of nouns; stem and base.

3.—*Reading lesson: Early Roman history, Aeneas.*

Graeci, cum Trōiam cēpissent, omnēs ferē incolās urbis necāvērunt et urbem ipsam ferrō ignique dēlēvērunt. In numerō eōrum, quōs fortūna ab interitū servāverat, Aenēas fuit, vir fortissimus et prūdentissimus. Is cum comitibus, quōs ex fugā contrāxerat, primō in Macedoniam migrāvit, deinde in Siciliam nāvigāvit, postrēmō in Italiam pervēnit. Trōiānī, cum nihil praeter arma et nāvēs haberent, ex agrīs eās rēs quae necessāriae erant sūmpsērunt.

From Ostermann's Lat. Übungsb. für Sexta, 114.

1. Translate carefully and rapidly.
2. Explain all the ablatives.
3. Write a correct translation on the blackboard.

Notes: 1, cum—cepissent, temporal clause, 109.2; 2, ferro ignique, 40.3; 4, cum comitibus, *with his companions*, ablative of accompaniment with cum; 5, contraxerat: give principal parts; 8, sumpserunt: give principal parts.

4.—*Help to translation.*

When the Greeks took Troy they killed many of the people. Aeneas escaped, and with his friends, went away from his country, and finally reached Italy. These Trojans had only their weapons, so they took food from the country about.

OPTIONAL

5.—*Religion.*

The Romans were closely related to the Greeks and their religions had the same origin. They were branches of the same common family and so were our Anglo-Saxon ancestors. The Greeks, who settled in Hellas or Graecia, were naturally more talented than their kinsmen who passed on and settled in Italia, and they early developed a remarkably comprehensive religion which has powerfully appealed to all who have studied it closely. The Romans were not so alert mentally, and thought less of art and religion and more of war and conquest than the Greeks did. So they held to the old religion, making only such changes and adaptations as might meet the requirements of a people whose time was divided between agriculture and war. Later, after conquest became easier, they awoke to the worth of Greek learning, literature, science and art, all of which were interwoven with Greek religion; and with the coming of this Greek culture the Greek religion was grafted upon the old Roman and in the main took its place. In this religion, which was a pantheism, there were many gods, with activities fairly well defined. Religion was controlled by the state. The Romans were much given to great religious celebrations and elaborate ceremonials. Christianity entered Rome not long after the death of Christ, but did not gain supremacy over paganism for more than 300 years.

LESSON 124

REVIEW OF THE ABLATIVE. READING LESSON

1.—*Review of the ablative, continued.*

Review the following ablatives, learning the rules and one example under each: Time when, or within which, 61.2 (a); accompaniment, 63.3; with prepositions, 74.2; ablative absolute, 84.2; with *utor*, and other deponents, 90.2.

2.—*Review lesson.*

Review lesson 4, first declension. Recite on these headings: The character of the stem, 1; paradigm, *silva, forest*, 2; on the case forms, 3; learn the vocabulary, 4; rule of gender, 5.

3.—*Reading lesson: Early Roman history, Aeneas, continued.*

Rēx Latīnus aboriginēsque, quī illa loca tenēbant, armātī ex urbibus et agrīs advolāvērunt, ut cum advenīs pugnārent. Cum exercitūs ad proelium parātī essent, Latinus ducem advenārum ad colloquium evocāvit. In hōc colloquiō Latīnus interrogāvit unde essent, et Aenēās dixit: “Trōiānī sumus, ego Aenēās sum, filius Anchīsae et deae Veneris. Postquam Trōia ā Graecis expūgnātā et dēlēta est, ex patriā emigrāvimus ut in aliā terrā urbem conderēmus. Hostēs nōn sumus, neque agrōs vestrōs vastābimus neque oppida vestra oppugnābimus.”

From Ostermann's Lat. Übungsb. für Sexta, 114.5.

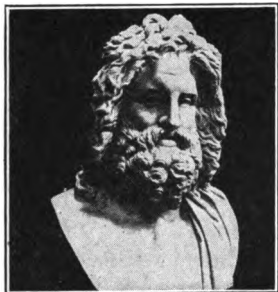
1. Translate carefully.
2. Explain all the ablatives.
3. Write a correct translation on the blackboard.

Notes: 1, aborigines, *natives*; 2, cum advenis, ablative of accompaniment, used in a hostile sense; 2, ut—pugnarent, clause of purpose, 112.2 (a); 3, cum—parati essent, temporal clause, 109.2; 4, colloquium, *a conference*; 5,

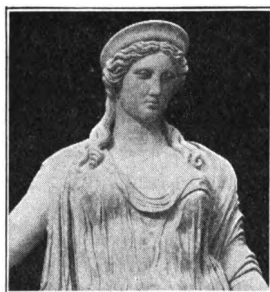
unde essent, indirect question, 115.5.; 8, ut—conderemus, *that we-might-found*, clause of purpose.

4.—*Help to translation.*

The king and his people rushed out to fight the strangers. The king asked for a parley. Being asked who he was, Aeneas told them that they were Trojans, who had come there to settle.



JUPITER



JUNO

OPTIONAL

5.—*The Roman gods.*

In early times the Romans had many minor deities along with their great gods. Most of these were eventually lost sight of and had their activities absorbed by the greater divinities, of which there were twelve, as follows: Jupiter, Gk. Zeus, king of the gods and supreme ruler of the universe; Juno, Gk. Hera, wife of Jupiter and queen of heaven; Minerva, Gk. Athene, goddess of wisdom, and of peace; Neptune, Gk. Poseidon, god of the sea; Mars, Gk. Ares, god of war; Venus, Gk. Aphrodite, goddess of beauty, love and marriage; Apollo, Gk. Apollo, god of the sun, medicine, music, poetry; Diana, Gk. Artemis, goddess of the moon, and the chase; Mercury, Gk. Hermes, messenger of Jupiter, god of invention and cunning; Ceres, Gk. Demeter, goddess of agriculture and of civilization; Vesta, Gk. Hestia, goddess of the family hearth and guardian angel of the home.

LESSON 125

REVIEW OF DECLENSIONS. READING LESSON

1.—*Review of the declensions and case endings.*

Decline the following nouns and give the case endings: agricola, 5.2; hortus, 21.2; templum, 23.2; cōsul, 34.2; caput, 36.2; hostis, 38.2; manus, 45.2; cornu, 45.2; diēs, 46.2.

2.—*Review lessons.*

(a) Review lesson 5, first declension, continued. Recite on these headings: Paradigm, agricola, 2; vocabulary, 3; exercise, 5.

(b) Review lesson 6: Vocabulary, 2; subject of a verb, rule, 4; predicate nominative, 5; exercise, 6.

3.—*Reading lesson: Aeneas, continued.*

Rēx Aenēae dextram dēdit et amīcitiā cum eō iūnxit. Postēā foedus fēcērunt et Laviniam, filiā Latinī, uxōrem dūxit. Trōiānī autem oppidum aedificāvērunt, quod Aēnēās ā nōmine uxōris Lavinium appellāvit. Fīlius Aenēae fuit Ascanius, quī novam urbem aedificāvit. In hāc urbe, cui nōmen erat Alba Longa, primō Ascanius rēx fuit, deinde Silvius, filius Ascanii, et post Silvii mortem multī aliī quōrum nōmina nōn sunt clāra. Ultimī rēgēs fuērunt Procas et filiī eius, Amūlius Numitorque.

From Ostermann's Lat. Übungsb. für, Sexta, 115.6.

1. Translate carefully.
2. Indicate the declension to which each noun belongs.
3. Write a correct translation on the blackboard.

Notes: 2, foedus, a treaty; 2, uxorem duxit, equal to uxorem in matrimonium duxit, married; lit., led into marriage; 3, quod—Lavinium appellavit, which they called

Lavinium; 5, Ascanius: this was a son of Aeneas by Creusa, his Trojan wife who was lost when Troy was destroyed by the Greeks; 7, post Silvii mortem, *after the death of Silvius*.

4.—*Help to translation.*

The king made friends with Aeneas and gave him his daughter in marriage. A town was built, called Lavinium. Ascanius built a new city, Alba Longa. Several kings followed in succession.

OPTIONAL

5.—*A Story of Benjamin West, continued.*

Magister autem, cum Benjamin in scholam iam plūrēs diēs nōn veniret, ad mātrem eius mīsīt, ut sciret num Benjamin aeger esset. Quae cum in cēnāculum tandem vēnisset, Benjamin invēnit, qui pictūrās ex novīs incisiōnibus fēcerat, nōn solum imitandō, sed etiam ēmendandō (*by-improving*). Itaque cum omnēs iam ingenium parvi pictōris (*painter*) mirābantur, eum Philadelphiam mīsērunt, ut ibi artem pictūrae apud optimōs magistrōs disceret (*learn*).

LESSON 126

REVIEW OF THE PRONOUNS. READING LESSON

1.—*Review of the pronouns.*

Review the following headings, and decline the pronouns: Personal pronouns, 67.1; paradigm, ego, tū, 67.2; use of pronouns, 67.3; reflexives, 68.1; paradigm, suī, 68.2; possessives, 68.3; use of possessives, 68.4; relatives, 69.1; paradigm, quī, 69.2; agreement of relative, rule, 69.3.

2.—*Review lessons.*

(a) Review lesson 7, the verb sum, indicative present. Recite on these headings: Vocabulary, 2; paradigm, sum, in the present, 4; exercise, 5.

(b) Review lesson 8, indicative present of laudō. Recite on these headings: Paradigm, present tense of laudō, 2; direct object, rule, 4; agreement of a verb, rule, 5; exercise, 6.

3.—*Reading lesson: Founding of Rome, from Eutropius, Breviarium 1.1-2.*

(1, 1-2) Rōmānum imperium ā Rōmulō exōrdium habet, quī Rhēae Silviae, vestālis virginis, filius et (quantum putātus est) Mārtis, cum Remō frātre ūnō partū ēditus est. Is, cum inter pāstōrēs latrōcinārētur, octōdecim annōs nātus, urbem exiguam in Palātīnō monte cōstituit, XI Kal. Māiās, Olympiadis sextae annō tertiō. (2) Conditā cīvitatē, quam ex nōmine suō Rōmam vocāvit, haec ferē ēgit. Multitūdinem finitimōrum in cīvitatē recēpit, centum ex seniōribus lēgit, quōrum cōsiliō omnia ageret, quōs senā-tōrēs nōmināvit propter senectūtem.

1. Translate carefully.
2. Classify and decline the pronouns.
3. Read the following articles in an encyclopedia or a classical dictionary: Romulus, Vestals, Mars, Rhea Silvia, Palatine hill, Olympiad. Make notes on each of these articles and bring them to class.

Notes: 1, exordium, *its beginning*; 2, vestalis virginis, see 45.6; 2, quantum putatus est, *as was thought*, lit., *as far as he was supposed*; 3, cum Remo—editus est, *was born a twin with his brother Remus*; 4, latrocinaretur, *was-playing-the-robber*; 5, natus, aged, lit., *born eighteen years*; 5, XI Kal. Maias, equal to ante diem undecimum Kalendās Māiās, *eleven days before the Kalends (or first) of May*. This would be April 21, as we count. 6, Olympiadis, *Olympiad*, the starting point in Greek dates, the first of the Olympic games which is assigned to the year 776 B. C. These came four years apart; 7, haec fere egit, *he did about*

the following things; 9, quorum consilio omnia ageret, by whose counsel he might do everything.

4.—*Help to translation.*

Rome began under Romulus son of Rhea Silvia and Mars. He built a little city on the Palatine hill and took in the neighbors as citizens. He made up his senate from the old men.

LESSON 127

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review the verb forms.*

Review and recite on: Verbs, 49.1; conjugation, 49.2; voice, 49.3; mood, 49.4; tenses, 49.5; tenses in each mood, 50.2; two groups of tenses, 50.3; person, 50.4; number, 50.5.

2.—*Review lessons.*

(a) Review lesson 9, and recite on: Vocabulary, 2; exercise, 3.

(b) Review lesson 11, and recite on: Vocabulary, 2; exercise, 3, omitting the written part.

3.—*Reading lesson: Founding of Rome, from Eutropius, Breviarium 1, 2, 2-3.*

Tum, cum uxōrēs ipse et populus suus nōn habērent, invitāvit ad spectāculum lūdōrum vicinās urbī Rōmae nātiōnēs, atque eārum virginēs rapuit. Commōtīs bellis propter raptārum iniūriam, Caeninēnsēs vicit, Antemnātēs, Crustumīnōs, Sabīnōs, Fīdēnātēs, Vēientēs. Haec omnia oppida urbem cingunt. Et cum, ortā subitō tempestāte, nōn compāruisset, annō rēgnī, trēcēsīmō septimō ad deōs trānsisse crēditus est, et cōsecrātus. Deinde Rōmae per quīnōs diēs senātōrēs imperāvērunt et hīs rēgnantibus annus ūnus complētus est.

1. Translate carefully.
2. Give the conjugation, mood, and tense, of each verb.
3. Write a correct translation on the blackboard, if time allows.

Notes: 1, cum—habere, *because*, causal clause, 111.2; 2, ad spectaculum ludorum, *to public games*, lit., *to a-show of-games*; 2, urbi, dative after vicinas; 3, commotis bellis, abl. absolute; 4, raptarum iniuriam, *violent seizure of the women*; 6, orta, *having arisen*, from orior; 8, consecratus, *deified*; 8, per quinos dies, *for five aays each*; 9, his regnantibus, *while these were ruling*.

4.—*Help to translation.*

He and his people had no wives so they gave public games and stole wives from the spectators. The natives attacked the new town. A storm came up and Aeneas disappeared. He was therefore deified. Senators then took turns in ruling for the next year.

5.—*A Story of Benjamin West, concluded.*

Deinde in Italiam nāvīgāvit, ut clārās tabulās (*paintings*) illūstriūm pictōrum vīseret (*study*). Dēnique in Britanniam vēnit et rēgī commendātus (*having-been-introduced*), pictor rēgius factus est. Hodiē etiam imāginēs (*portraits*) familiae rēgiae et optimātium Britannicōrum admīrāmur (*regard-with-wondering-approval*), ab hōc Americānō dēpictās (*painted*) quī puerulus ita paucīs auxiliīs sē arte pictūrae instituit (*taught*).

LESSON 128

REVIEW OF VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following headings: Conjugations, 51.1; principal parts, 51.2; present system, 51.3; perfect active system, 52.2; participial system, 52.3.

2.—*Review lessons.*

(a) Review lesson 12, and recite on: Accent, 1; rules for accent, 2; quantity of vowels, 3; rules for quantity of vowels, 4; rules for quantity of syllables, 5.

(b) Review lesson 13, and recite on: Paradigm, imperfect of sum, also future, 1; vocabulary, 2; exercise, 3.

3.—*Reading lesson: Numa Pompilius, from Eutropius, Breviarium 1.3.*

Posteā Numa Pompilius rēx creātus est, quī bellum quidem nullum gessit, sed nōn minus civitāti quam Rōmulus profuit. Nam et lēgēs Rōmānis mōrēsque cōstituit, quī cōsuētūdine proeliōrum iam latrōnēs ac sēmibarbarī putābantur, et annum dēscripsit in decem mēnsēs, prius sine aliquā supputātiōne cōfūsum, et īfīnīta Rōmae sacra ac templa cōstituit. Morbō dēcessit quadrāgēsīmō tertiō imperii annō.

1. Read the Latin slowly, giving the correct pronunciation of each word.
2. Translate carefully.
3. Select the verbs and state on which stem each is formed.

Notes: 2, non minus—profuit, *was not less serviceable*, 4, consuetudine proeliorum, *because-of-their-habit-of-fighting*; 6, sine aliqua supputatione, *without any reckoning*; confusum, agrees with annum; 7, morbo, *from disease*, that is, a natural death, not from violence.

4.—*Help to translation.*

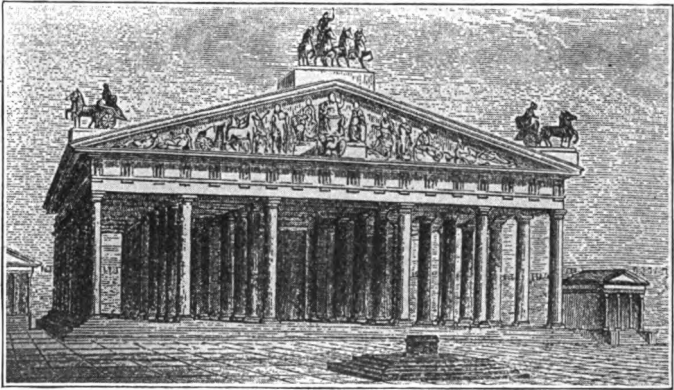
Numa became king and was peaceable. He gave new laws, divided the year into months, and built many temples. He died after a long reign.

OPTIONAL

4.—*Temples.*

The Greeks lavished great sums of money on their temples, as did the ancient nations generally. Many of

these great temples have come down to us in a fairly well preserved condition, and give us evidence of the people's interest in their gods. The temples of Amen-Ra at Karnak, of Jehovah at Jerusalem, of Athena at Athens, and of Jupiter at Rome, were among the greatest buildings ever built by man.



TEMPLE OF JUPITER CAPITOLINUS, RESTORED

The Greek temple was oblong with the length about twice the width. The main part was the *cella*, or hall, in one end of which the image of the god was placed. Columns were used freely, the number and position varying with the type of temple to be built.

The Romans followed the plan of the Greek temple and massive structures of marble and granite were built throughout the empire in honor of the gods and of deified emperors. Small shrines and altars were set up at convenient places, usually at cross-roads, in honor of the lesser divinities, some of whom had a very strong hold on the affections of the country people.

LESSON 129

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms, continued.*

Recite on the following headings: Personal endings, 53.1; tense signs, 53.2; present indicative of *laudō*, 8.2; imperfect and future, 25.2; perfect, pluperfect, and future perfect, 31.1; present, imperfect, and future passive of *laudō*, 54.2; perfect, pluperfect, and future perfect passive of *laudō*, 55.2.

2.—*Review lessons.*

(a) Review lesson 14, and recite on: Rules for relations of place, 2; rule for indirect object, 3; vocabulary, 4; exercise, 5, omitting (a).

(b) Review lesson 15, and recite on: Gender, natural and grammatical, 2; general rules of gender, 3; vocabulary, 4; rule for agreement of adjectives, 5; exercise, 6.

3.—*Reading lesson: Tullus Hostilius, from Eutropius, Breviarium 1.4.*

Huic successit Tullus Hostilius. Hic bella reparavit, Albānōs vicit, quī ab urbe Rōmā duodecimō miliariō sunt, Vēientēs et Fidēnātēs, quōrum aliī sextō miliariō absunt ab urbe Rōmā, aliī octāvō decimō, bellō superavit, urbem ampliavit adiectō Caeliō monte. Cum trīgintā et duōs annōs rēgnāvisset, fulmine ictus cum domō suā ārsit.

1. Read carefully.

2. Point out the verbs and give the stem, the tense sign, and the personal ending of each.

3. Write a correct translation on the blackboard.

Notes: 2, miliario, at the twelfth milestone; 5, adiecto Caelio monte, by adding the Caelian hill, abl. absolute; 6, fulmine, by-lightning.

4.—*Help to translation.*

Tullus Hostilius then came, fought the neighboring states and conquered them. He extended the limits of the city. He was killed by lightning.

OPTIONAL

5.—*Story of a Spartan.*

Unus ex Lacedaemoniis (*Spartans*), cum Perses (*Persian*) hostis in colloquiō (*conversation*) dīxisset, gloriāns, "Sōlem (*the-sun*) prae iaculōrum (*of-darts*) multitudīne et sagittārum nōn vidēbitis." "In umbrā (*the-shade*) igitur," inquit, "pugnābimus." Cicero, *Tusculan Disputations*, 1, 42, 101.

LESSON 130

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms, continued.*

Recite on the following headings: Present, imperfect, and future indicative active of *moneō*, 39.2; perfect, future perfect, and pluperfect active of *moneō*, 56.2; entire indicative passive of *moneō*, 56.3.

2.—*Review lessons.*

(a) Review lesson 16, and recite on: Vocabulary, 2; exercise, 3.

(b) Review lesson 17, and recite on: Vocabulary, 2; exercise, 3, omitting (a).

3.—*Reading lesson: Ancus Marcius and Priscus Tarquinius, from Eutropius, Breviarium 1.5-6.*

(5) Post hunc Ancus Mārcius, Numae ex filiā nepōs, suscipit imperium. Contrā Latīnos dīmīcāvit, Aventīnum montem civitātī adiēcit et Iāniculum, apud ōstium Tiberis civitātem suprā mare sextō decimō milīariō ab urbe Rōmā condidit. Vicēsimo et quārtō annō imperii morbō periit.

(6) Deinde rēgnum Priscus Tarquinius accēpit. Hic numerum senātōrum duplicāvit, circum Rōmae aedificāvit, lūdōs Rōmānōs instituit, quī ad nostram memoriā permanent. Vicit idem etiam Sabīnōs et nōn parum agrōrum,

sublātum iisdem, urbis Rōmae territōriō adiūnxit, p̄imus-que triumphāns urbem intrāvit. Mūrōs fēcit et cloācās, Capitōlium incohāvit. Tricēsimo octāvō imperiī annō per Ancī filiōs occisus est, rēgis ēius cui ipse successerat.

1. Translate carefully.

2. Read the following articles in an encyclopedia or classical dictionary, and bring your notes to the class: Tiber, Aventine, Janiculum, Triumph, Cloaca Maxima, Capitolium.

Notes: 1, ex filia nepos, *grandson of-Numa by his-daughter*; 4, supra, *close-by*; 7, circum: the Circus Maximus, an oval circus with room for 100,000 spectators, according to some writers. Later it was enlarged until possibly 400,000 spectators could watch the games and races; 9, non parum—adiunxit, *he-added to the territory of the city Rome not a little area taken away from them, i. e., the Sabines*; 11, cloacas, *sewers*; 12, Capitolium, *temple of Jupiter*; 13, regis: in apposition with Ancī.

4.—*Help to translation.*

Ancus Marcius followed. He founded a city at the mouth of the river. Priscus Tarquinius succeeded. He did much for the city, built the Circus, instituted public games, conquered the Sabines, built walls and sewers, and began the great temple of Jupiter.

LESSON 131

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following: Active and passive of regō, 58.1; active and passive of audiō, 62.1.

2.—*Review lessons.*

(a) Review lesson 18, and recite on: Paradigm, perfect, pluperfect, and future perfect of sum, 2; exercise, 3.

(b) Review lesson 21, and recite on: Character of the

stem, second declension, 1; paradigm, hortus, 2; on the case forms, 3; rule of gender, 4; vocabulary, 5; exercise, 6.

3.—*Reading lesson: Servius Tullius, from Eutropius, Breviarium 1.7.*

Post hunc Servius Tullius suscēpit imperium, genitus ex nōbīlī fēminā, captīvā tamen et ancillā. Hic quoque Sabīnōs subēgit, montēs trēs, Quirīnālem, Vīminālem, Esquilīnum, urbī adiūnxit, fossās circum mūrū dūxit. Prīmus omnium cēnsū ōrdīnāvit, quī adhūc per orbem terrārum incōgnitus erat. Sub eō Rōma, omnibus in cēnsū dēlātīs, habuit capitum LXXXIII mīlia cīvium Rōmānōrum cum iīs quī in agrīs erant. Occīsus est scelere generī suī Tarquiniī Superbī, filiī ēius rēgis cui ipse successerat, et filiae quam Tarquinius habēbat uxōrem.

1. Read carefully.
2. Give the principal parts of each verb.
3. Read up on the following, and bring your notes to the class for discussion: Quirinal, Viminal, Esquiline, The Servian Wall (see under Murus).

Notes: 1, genitus ex, *born from*, i. e., son of; 4, fossas circum murum: the famous Servian wall, parts of which still stand (see 66.6); 5, censum, *a census*, a general enrollment of the people, with a record of property for taxation; 6, per orbem terrarum, *throughout the whole world*, lit., *the circle of lands*; 7, omnibus in censum delatis, *all having been brought in for enrollment*; 8, in agris, *in the country districts*; 9, filii—cui, *son of that king to whom*, filii in apposition with Tarquinius; 10, uxorem, *as his wife*.

4.—*Help to translation.*

Servius Tullius fought the Sabines and added three hills to the city. He ordered a census of the people. He was killed by his wicked daughter and son-in-law.

OPTIONAL

5.—*Proverbs.*

Ēligās (*pick-out*) quem diligās.

Audī alteram partem. Motto of Emperor Lothaire, 1125-37.

Aut bibat (*let-him-drink*) aut abeat. Cicero, Tusc. Disp., 5, 41, 118.

LESSON 132

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following: Forms in -io, 66.1; paradigm of capiō, entire, 66.2; characteristics of participles, 82.1; kinds of participles, 82.2; time of participles, 82.3; how formed, 82.4; active participles, 82.5.

2.—*Review lessons.*

(a) Review lesson 22, and recite on: Paradigm, amicus, 2; agreement of appositives, rule, 3; vocabulary, 4; exercise, 5, omitting (a).

(b) Review lesson 23, and recite on: Paradigm, templum, 2; genitive with nouns, 3; possessive genitive, 4; vocabulary, 5; exercise, 6, omitting (a).

3.—*Reading lesson: Tarquinius Superbus, from Eutropius, Breviarium 1.8.*

Lūcius Tarquinius Superbus, septimus atque ūltimus rēgum, Volscōs quae gēns ad Campāniam euntibus nōn longē ab urbe est, vicit; Gabiōs civitātem et Suessam Pōmētiam subēgit; cum Tūscis pācem fēcit, et templum Iovī in Capitōliō aedificāvit. Postea Ardeam oppugnāns, in octāvō decimō miliārīō ab urbe positam civitātem, imperium perdidit. Nam cum filius eius, et ipse Tarquinius iūnior, nōbillissimam fēminam Lucretiam, eandemque pudī-

cissimam, Collātīnī uxōrem, stuprāvisset, eāque dē iniūriā marītō et patrī et amicīs questa fuisset, in omnium cōnspectu sē occīdit.

1. Translate carefully.
2. Read up on the following, and report your notes to the class: The Tarquins, Temple of Jupiter on the Capitol, Gabii.

Notes: 2, euntibus, *to-those-going*; 3, Gabios civitatem, *the city Gabii*, the name being plural, like Athens; 5, in Capitolio, *on the Capitoline hill*; 6, civitatem, in apposition with Ardeam; 7, et ipse Tarquinius iunior, *likewise a Tarquin, but younger*; 8, eandemque *who was also most pure*; 9, stupravisset, *had-dishonored, had-offered-violence-to*; 9, de iniuria, *of the-wrong*.

4.—*Help to translation.*

Tarquinius Superbus was the last king. He conquered several states and completed the temple on the Capitoline hill. While away with the army, his son dishonored a noble young woman, which led to her suicide.

LESSON 133

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following: Perfect participles, 83.2; future passive participle, 83.3; clauses for participles, 83.4; passive participles, 83.5.

2.—*Review lessons.*

(a) Review lesson 24, and recite on: Paradigm, puer, ager, vir, 2; vocabulary, 3; exercise, 4, omitting (a).

(b) Review lesson 25, and recite on: Paradigm, imperfect and future indicative active, laudō, 2; vocabulary, 3; exercise, 4, omitting (a).

3.—*Reading lesson: Tarquinius Superbus, continued.*

Propter quam causam, Brūtus pārēns et ipse Tarquiniū populū concitāvit et Tarquiniō adēmit imperiū. Mox exercitus quoque eum, quī civitātem Ardeam cum ipsō rēge oppugnābat, reliquit; veniēnsque ad urbem rēx portis clausis exclūsus est, cumque imperāvisset annōs quattuor et vīginti cum uxōre et liberis suis fūgit. Ita Rōmae rēgnātum est per septem rēgēs annīs ducentis quadrāgintā tribus, cum adhūc Rōma, ubi plūrimū, vix usque ad quīntum decimū mīliāriū possidēret.

1. Read carefully.
2. Give the names of the seven kings, with something done by each.

Notes: 1, parens et ipse, *likewise a relative*, being the son of Marcus Junius and Tarquinia, daughter of Superbus, according to Livy; 2, Tarquinio, *from Tarquinius*, separation; 3, qui, refers to exercitus; 4, portis clausis, abl. absolute; 6, regnatum est, *it was ruled*; a better rendering of regnatum est, *seven kings ruled*; 7, cum adhuc, *although up-to-this-time*.

4.—*Help to translation.*

Brutus stirred up the people and dethroned Tarquin, whose army deserted him. He found the city closed to him and fled from the country. Seven kings had ruled Rome during two hundred and forty years.

OPTIONAL

5.—*Some proverbs.*

Dare pondus (*weight*) fūmō (*to smoke*), i. e., attach importance to trifles.

Fēnum (*hay*) habet in cornū, i. e., he is a dangerous animal, as they tied hay to the horns of an ugly bull.

Quōs Deus vult perdere (*to-destroy*), prius dēmentat (*drives mad*).

LESSON 134

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following: The infinitive, 86.1; tenses, 86.2; stems and endings, 86.3; paradigm, infinitives of the model verbs, 86.4; caution, 87.2; chief uses of the infinitive, 3; the infinitive as a substantive, 4; the complementary infinitive, 5; predicate agreement, 6.

2.—*Review lessons.*

(a) Review lesson 26, and recite on: Declension of adjectives, 1; paradigm, bonus, 2; vocabulary, 4; exercise, omitting (a).

(b) Review lesson 27, and recite on: Vocabulary, 3; exercise, 4, omitting (a).

3.—*Reading lesson: Horatius Cocles, from Viri Romae, 9.*

Porsena, rēx Etruscōrum, ad restituendōs in rēgnum Tarquiniōs, infestō exercitū Rōmam vēnit. Primō impetū Iāniculum cēpit. Nōn umquam aliās ante tantus terror Rōmānōs invāsīt; adeō valida rēs Clūsīna erat magnumque Porsenae nōmen. Ex agrīs in urbem dēmigrant; urbem ipsam saepiunt praesidiīs. Alia urbis pars mūrīs, alia Tiberī obiectō tūta vidēbātur. Pōns sublicius iter paene hostibus dedit, nisi ūnus vir fuisset Horātius Cocles, illō cognōmine appellātus, quod in aliō proeliō oculum amiserat.

1. Read carefully.

2. Read the articles in an encyclopedia or classical dictionary on: The Etruscans, Porsena, Horatius. Read "Horatius," in Macaulay's Lays of Ancient Rome. Find what you can about the Pons Sublicius, or Sublician bridge, across the Tiber.

Notes: 1, ad restituendos, for the purpose of restoring, 83.3 (c); 3, non umquam alias ante, never before, all these words are adverbs; 4, res Clusina, the Clusian state, i. e.,

Clusium, Porsena's capital; 5, *ex agris, from the country districts*; 6 *alia pars—tuta, one side seemed safe*, 7, *pons sublicius*, the oldest of the bridges over the Tiber, 59.12. According to Pliny, the difficulty in tearing it down this time led to its being rebuilt without nails, so that the beams might be readily thrown into the river and thus stop the enemy from crossing; 8, *Cocles*, meaning *one-eyed*, from a physical defect, as is indicated. See 30, 1 and 2.

4.—*Help to translation.*

Porsena in order to reinstate Tarquin, came with an army. He took a part of the city and caused great terror. Crowds left the country and flocked to the city. They protected the city but the enemy almost entered by the river bridge. Horatius held this bridge and saved the city.



THE GRACCHI

OPTIONAL

5.—*Great Romans: The Gracchi.*

Before the Gracchi there were many great Romans, men who would have stood high in any country, at any time, as L. Junius Brutus, who expelled the Tarquins, Cincinnatus the dictator, Scipio Africanus, Cato the censor,

and others. The Gracchi, Tiberius and Caius, were sons of Tiberius Gracchus and Cornelia, daughter of Scipio Africanus the elder, and consequently were of noble birth. They became ardent champions of the common people against the oppressions of the rich and powerful classes. Both were great orators, Gaius especially, and the poorer people followed them gladly. Many of the nobles had become rich by dishonest gains, especially by using government land until they counted it their own. Tiberius tried to get back this property thus held and distribute it among the destitute. As a result of this effort, he lost his life, being killed by the nobles, and his body was thrown into the Tiber, 113 B. C. Gaius, nine years younger than Tiberius, tried to carry on his brother's work, but he met a similar end in 121 B. C. These men were not always right or wise in what they did, but they began a great humanitarian movement in behalf of the poorer classes which other great Romans took up, and which has had its influence down into modern times.

LESSON 135

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following: Deponents, 89.1; conjugation, 89.2; paradigm, the conjugation of hortor, vereor, loquor, mentior, entire, 89.3; semi-deponents, 90.1; the imperative, 101.1; tenses, 101.2; stems and endings, 101.3; paradigm, model verbs, 101.5.

2.—*Review lessons.*

(a) Review lesson 28, and recite on: Names of boys, 3; vocabulary, 4; exercise, 5, omitting (a).

(b) Review lesson 29, and recite on: Vocabulary, 1; exercise, 2, omitting (a).

3.—*Reading lesson: Horatius Cocles, concluded.*

Is, extrēmā pontis parte occupātā, aciem hostium sōlus sustinuit, dōnec pōns ā tergō interrumperētur. Ipsā audāciā obstupēfēcit hostēs; ponte rescissō, armātus in Tiberim dēsiliuit et, multīs superincidentibus tēlis, incolumis ad suōs trānāvit. Grāta ergā tantam virtūtem cīvītās fuit; eī tantum agrī pūblicē datum est quantum ūnō diē circumarāvit. Statua quoque eī in Comitīō posita est.

1. Translate carefully.
2. Write out a correct translation of 134.3 and 135.3.
3. Point out the parts of the compound verbs.

Notes: 1, extrema parte—occupata, *having taken possession of the far end*; 2, a tergo, *from the rear*; 4, multis superincidentibus telis, *though many weapons fell around him*; 6, tantum agri, *so much land*, lit., *of land*; 6, publice, *by order of the state*.

4.—*Help to translation.*

Horatius kept the enemy back until the bridge back of him was torn down. Then he jumped into the river and swam back to his friends. The state honored him with much property, and with a public statue.

OPTIONAL

5.—*Story, The Farmer and His Sons.*

Agricola senex, cum mortem sibi adpropinquāre (*coming-on*) sentīret (*felt*), filiōs convocāvit, quōs ut (*as*) fierī solet, interdum discordāre (*quarrel*) sciēbat, et fascem (*bundle*) virgularum (*of-twigs*) adferri iubet. Quibus adlātis (*being brought*), filiōs hortābātur (*urged*) ut hunc fascem frangerent (*break*). Quod cum facere nōn possent, distribuit singulis singulās virgās (*twigs*); eisque celeriter frāctis (*being broken*), docuit illōs quam (*how*) firma rēs esset concordia, quamque imbēcilla (*weak*) discordia.

An Old Fable, Author Unknown.

LESSON 136

REVIEW OF THE VERB FORMS. READING LESSON

1.—*Review of the verb forms.*

Recite on the following: The subjunctive, 103.1; tenses, 103.2; stems and endings, 103.3; tense signs, 103.4; paradigm, the subjunctive active of the model verbs, 103.5-6; paradigm, the subjunctive passive of the model verbs, 104.1; Paradigm, the subjunctive of sum, 105.2.

2.—*Review lessons.*

(a) Review lesson 30, and recite on: Roman names for men 1; agnomen, 2; names of women, 3; names of Roman boys, 4.

(b) Review lesson 31, and recite on: Paradigm, perfect, pluperfect, and future perfect of laudō, 1; vocabulary, 2.

NOTE; A second review of the verb forms is given intentionally.

(c) Lesson 32, 5, common abbreviations.

3.—*Reading lesson: Coriolanus, from Viri Romae, 10.*

Coriolanus was a Roman noble who had been banished. He went to the Volscians, enemies of Rome, and was made their leader. He came against the city so swiftly that the people were in terror and confusion. Various embassies were sent to urge him to spare the city, but with no success.

Stupēbat senātus; trepidābat populus; virī pariter ac mulierēs exitium imminēns lāmentābantur. Tum Veturia, Coriolānī māter, et Volumnia uxor, duōs parvōs filiōs sēcum trahēns, castra Volscōrum petiērunt, ut quoniam armīs virī dēfendere urbem nōn possent, mulierēs lacrimīs precibusque dēfenderent. Ubi mātrem adspēxit Coriolānus, “Vīcistī,” inquit, “īram meam, patria, precibus hūius admōtīs; cui tuam in mē iniūriam condōnō.” Complexus inde suōs, castra mōvit et exercitum ex agrō Rōmānō abdūxit. Coriolānus postea ā Volscīs ut prōditor occīsus esse fertur; aliī usque ad senectūtem vīxisse eundem trādunt.

1. Read carefully, and translate.

2. Read up articles and bring notes to class on: The Volscians, Shakespeare's Coriolanus.

Notes: 2, lamentabantur, *bewailed*; 4, ut—defenderent, *that—they might defend*; 7, patria, *O my country*; 7, precibus huius admotis, *by offering the prayers of this woman*, meaning his mother; 8, cui, *to whom*; better, *for whose sake*; 11, fertur, *is said*; 11, eundem tradunt, *state that he*.

4.—*Help to translation.*

Senate, people, men, and women were in great distress. The mother and wife of Coriolanus went to his camp to save the city by their entreaties. When he saw them he said that they had overcome his wrath. He embraced them and went away, some say to be killed as a traitor; others say he lived to old age.

OPTIONAL

5.—*Puns.*

Meā pater in silvās; filium tuum lupus ēst.

Meā māter sus mālā ēst.

Equus est in stabulō, sed nōn ēst.

(Meā is imperative of meō, *go*, but resembles *mea, my*; ēst is present of ēdō, *eat—ēdō, ēs, ēst*; sus, *hog*; mālā resembles *mala, bad*, but is pl. of mālum, *apples*.)

LESSON 137

REVIEWS. READING LESSON

1.—*Review lessons.*

(a) Review lesson 34, and recite on: Character of the stem, 1; paradigm, cōnsul, homō, 2; gender, 3; vocabulary, 4; exercise, 5.

(b) Review lesson 35, and recite on: Paradigm, mīles, 2; vocabulary, 3; exercise, 5, omitting (a).

(c) Review lesson 36, and recite on: Paradigm, caput, corpus, 2; vocabulary, 3; exercise, 5, omitting (a).

2.—*Reading lesson: Fabricius and Pyrrhus, from Eutropius, Breviarium 2.14.*

Pyrrhus, king of Epirus had come to the help of the Tarentines against Rome. While the two armies were encamped close together, this incident took place.

Interiectō annō, contrā Pyrrhum Fabricius est missus, quī prius inter lēgātōs sollicitārī nōn poterat, quārtā rēgnī parte prōmissā. Tum cum vicīna castra ipse et rēx habērent, medicus Pyrrhī nocte ad eum vēnit, prōmittēns venēnō sē Pyrrhum occisūrum, sī sibi aliquid pollicērētur. Quem Fabricius vīctum redūcī iūssit ad dominum Pyrrhōque dīcī quae contrā caput ēius medicus spondisset. Tum rēx admīrātus eum dīxisse fertur: “Ille est Fabricius, quī difficilius ab honestāte quam sōl ā cursū suō āvertī potest.” Tum rēx ad Siciliam prōfectus est. Fabricius vīctis Lūcānis et Samnītibus triumphāvit.

1. Read carefully and translate.
2. Read up on the following: Tarentum, Pyrrhus, Fabricius.
3. Explain these forms: sollicitari; occisurum (esse); vinctum; spondisset; victis.

Notes: 1, interiecto anno, *after a year had passed*; 2, sollicitari—*promissa, could not be moved even by the offer of a fourth part of a kingdom*; 5, se—*occisurum, that he would kill*; 6, vinctum, take with quem; 7, quae—*spondisset what things his physician had promised,—see spondeo*; 8, ille est Fabricius, *that is Fabricius, that is just like Fabricius.*

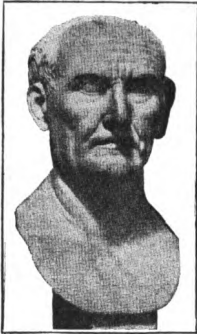
3.—*Help to translation.*

Fabricius was sent against Pyrrhus. Fabricius could not be bribed. The physician of Pyrrhus came to Fabricius and offered to kill his master with poison, for a reward. Fabricius ordered him bound and sent to Pyrrhus, who was greatly moved by this act. He said that Fabricius could not be moved from the way of honor.

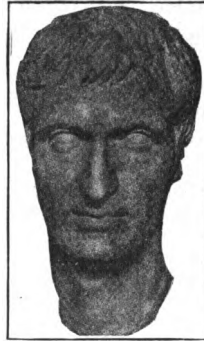
OPTIONAL

4.—*Great Romans: Marius and Sulla.*

The general uprising of the lower classes, in their efforts to secure just and equitable treatment, under the leadership of the Gracchi and their successors, had a climax in the fearful strife of the time of Marius and Sulla, Marius standing with the commons and Sulla with the nobles. Both had seen service in the army, Sulla having served in Africa under Marius, who was much older. There were numerous occasions for bitterness between the two men, but it came to a fierce conflict over the command of the forces against Mithridates, in 88 B. C., when the Senate took Sulla's part. During Sulla's absence, in 87 B. C., Marius had his enemies put to death. Sulla returned in 83 B. C. and took



GAIUS MARIUS



L. CORNELIUS SULLA

vengeance on the party of Marius. At first 80 were proscribed, then 300, and finally more than 1000, so that no man's life was safe, especially if he had property that some one else wanted. The very tomb of Marius was torn down and his ashes thrown into the Anio. This was one of the most terrible periods in the history of Rome, or of the entire world. Law counted for nothing, while force and partisan hatred were in absolute control. Gradually the sober sense of the nation reasserted itself, and the laws were again enforced in the city.

LESSON 138

REVIEW OF THE ADJECTIVE. READING LESSON

1.—*Review of the adjective.*

Review the following headings and recite on: Declension of bonus, 26.2; declension of acer, 40.2; declension of omnis, 41.2; declension of prudēns, 42.2; the dative with adjectives, 43.3.

2.—*Review lessons.*

(a) Review lesson 37, and recite on: Normal order of words, 1; general rule, 2; special rules, 3; exercise, 4.

(b) Review lesson 38, and recite on: Paradigm, hostis, vis, mare, 2; on the case forms, 3; i-stems, how distinguished, 4; vocabulary, 5.

(c) Review lesson 39, and recite on: Paradigm, moneō, indicative present, imperfect, future, 2; vocabulary, 3; exercise, 4, omitting (a).

3.—*Reading lesson: Hannibal, enemy of Rome, from Viri Romae, 15.*

The growth of Rome and the spread of her commerce brought on a conflict with the people of Carthage who lived on the opposite side of the Mediterranean sea. Hannibal was the greatest of the Carthaginians.

Hannibal, Hamilcaris filius, novem annōs nātus, ā patre āris admōtus odium in Rōmānōs iūrāvit. Quae rēs māximē vidētur concitāvisse secundum Pūnicum bellum. Nam, mortuō Hamilcare, Hannibal causam bellī quaerēns, Saguntum civitātem Hispāniae Rōmānis foederātam ēvertit. Quāpropter Rōmā missi sunt Carthāginem lēgātī, quī Hannibalem malī auctōrem expōscerent. Tergiversantibus Poenīs, Quīntus Fabius lēgātiōnis prīnceps, sinū ex togā factō, "Hīc" inquit "vōbīs bellum et pācem portāmus; utrum placet, sūmite." Poenīs daret utrum vellet suc-

clāmantibus, Fabius excussā togā bellum sē dare dixit. Poenī accipere sē respondērunt et, quibus acciperent animīs, iisdem sē gestūrōs. Hannibal, superātis P̄yrēnaei et Alpiū iugis, in Italiam vēnit. Pūblium Scīpiōnem apud Ticinum annem, Semprōnium apud Trebiam, Flāminium apud Trasumēnum prōflīgāvit.

1. Read carefully and translate.
2. Read up on Hannibal and the Punic wars.

Notes: 1, novem annos natus, *nine years old*, lit., *born nine years*; 4, mortuo Hamilcare, *after the death of Hamilcare*; 6, qui—exposcerent, *to demand*, purpose clause, 112, 2 (b); 7, tergiversantibus Poenis, *the Carthaginians delaying*; 10, utrum placet, *sumite, take whichever pleases you*; 10, Poenis—succlamantibus, *the Carthaginians shouting-back that he might give whichever he chose*; 12, quibus—gesturos, *that they would carry-it-on with the same courage with which they accepted the challenge*; 13, superatis—iugis, *after crossing over the ranges of the Pyrenees and the Alps*.

4.—*Help to translation.*

Hannibal in early life swore hatred against the Romans. This caused the second Punic war. Hannibal captured Saguntum, a state friendly to Rome. Rome demanded him of Carthage, to punish him. Fabius offered Carthage peace or war, but they told him to give whichever he chose. He ordered war. The Carthaginians assured him that they would meet it with courage. Hannibal went across the mountains and down into Italy.

LESSON 139

REVIEW OF THE ADJECTIVE. READING LESSON

1.—*Review of the adjective.*

Review the following headings and recite on: Comparison of adjectives, 76.2; adjectives in -er, 76.3; adjectives in lis, 76.4; irregular forms, 77.1; defective comparison, 77.2; declension of comparatives, 78.1; paradigm, altior, 78.2.

2.—*Review lessons.*

(a) Review lesson 40, and recite on: Paradigm, acer, 2; means and instrument, 3; cause, 4; vocabulary, 5; exercise, 6.

(b) Review lesson 41, and recite on: Paradigm, omnis, 2; manner, 3; vocabulary, 4; exercise, 5, omitting (a).

3.—*Reading lesson: Regulus sent to Rome, from Eutropius, Breviarium 2.25.*

The Romans suffered many defeats in the first war with Carthage. Among others, one of her generals, by name Regulus, was taken prisoner. At a favorable juncture, Carthage sent him to Rome to advise peace. This incident followed.

Ille Rōmam cum vēnisset, inductus in senātum, nihil quasi Rōmānus ēgit dixitque sē, ex illā diē quā in potestātem Afrōrum vēnisset, Rōmānum esse dēsīsse. Itaque et uxōrem ā complexū remōvit et senātui suāsīt nē pāx cum Poenīs fieret; illōs enim fractōs tot cāsibus spem nūllam habēre; sē tantī nōn esse ut tot milia captīvōrum propter ūnum sē et senem et paucōs, quī ex Rōmānīs captī erant, redderentur. Itaque obtinuit. Nam Afros pācem petentēs nūllus admīsīt. Ipse Carthāginem rediit, offerentibusque Rōmānīs ut eum Rōmae tenērent negāvit sē in eā urbe mānsūrum in quā, postquam Afrīs servierat, dignitātem honestī cīvis habēre nōn posset. Regressus igitur ad Africam, omnibus suppliciīs exstinctus est.

1. Read carefully and translate.

2. Read up on: Carthage, Regulus. Bring notes to class.

Notes: 1, nihil—egit, *did nothing as a Roman*; 2, ex illa die qua, *from that day on which*; 4, senatui suāsīt, *urged the senate*, dative after a verb of persuading; 5, illos—fractos, *that they were broken*; 6, se tanti esse, *he (and the others) were not so important*, lit., *of so much value*; 9, nullus admisit, *no one admitted*, that is, the ambassadors were refused admit-

tance to the senate; 10, *negavit—mansurum, said he would not remain*; 12, *honesti civis, of an honorable citizen*.

4.—*Help to translation.*

Regulus was led into the senate, but said that he had ceased to be a Roman. He turned his wife away from him, and urged the senate to make no peace with Carthage. She was already defeated, if Rome should continue. He prevailed. The messengers from Carthage were refused admittance. He refused to remain in Rome, went to Carthage and was put to death.

LESSON 140

WRITTEN LESSON. OPTIONAL

This should be a written test based on all the lessons since 120. For this the class should prepare the reading exercises in all the lessons and the reviews called for.

LESSON 141

REVIEW OF THE ADJECTIVE. READING LESSON

1.—*Review of adjectives.*

Review the following headings and recite on: Numerals, 79.1; cardinals and ordinals, 79.2, from 1 to 20; indeclinables, 80.1; paradigm, *ūnus, duo, trēs, mille*, 80.2; distributives, 80.3; numeral adverbs, 80.4.

2.—*Review lessons.*

(a) Review lesson 42, and recite on: Paradigm, *prudens*, 2; vocabulary, 3; exercise, 4, omitting (a).

(b) Review lesson 43, and recite on: The dative with adjectives, 3; vocabulary, 4; exercise, 5, omitting (a).

(c) Review lesson 45, and recite on: Character of the stem, 1; paradigm, *manus, lacus, cornū*, 2; gender, 3; vocabulary, 4; exercise, 5.

3.—*Reading lesson: Cicero consul, Eutropius, Breviarium*
6.15.

M. Tulliō Cicerōne ōrātōre et C. Antōniō cōsulibus, annō ab urbe conditā sexcentēsīmō octōgēsīmō nōnō, L. Sergius Catilīna, nōbilissimī generis vir, sed ingenii prāvisimī, ad dēlendā patriam coniūrāvit cum quibusdam clārīs quidem sed audācibus virīs. A Cicerōne urbe expulsus est. Socii ēius dēprehēnsī in carcere strangulātī sunt. Ab Antōniō, alterō cōsule, Catilīna ipse vīctus proeliō est interfectus.

1. Read carefully and translate.
2. Read articles on Cicero, Catiline, Caius Antonius. Report your notes to the class.

Notes: 1, M. Tullio—consulibus, *during the consulship of*, abl. absolute; 4, ad delendam patriam, *for the purpose of destroying his country*; 6, strangulati sunt, *were killed by strangling*, a method of execution sometimes employed.

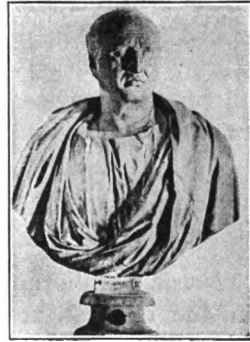
OPTIONAL

4.—*Great Romans: Cicero.*

Marcus Tullius Cicero was born at Arpinum, 50 or 60 miles from Rome, 106 B. C. This was also the birthplace of Marius, whose greatness impressed the boy Cicero and influenced his choice of a public career. Marcus studied in the local schools, then at Rome, and later in Greece, his father giving him the best training available. Like all Roman boys he spent a while in the army, then had the good fortune to be elected quaestor. The other offices followed in due order, aedile, praetor; then consul for the year 63 B. C. His main service during his consulship was in opposing the efforts of Catiline, who was the leader of the extreme faction of the *populares*. Many good people re-

garded Catiline as successor in the work of the Gracchi, but he was bitterly hated by the *optimates*, of which party Cicero was the leader. Caesar was the real head of the conservative faction of the *populares*, and was opposed to the violent methods of Catiline. Catiline left the city and was later slain in the battle of Piſtoria. Cicero's enemies were able later on to secure his banishment from the city, but this did not last long. In his old age, he fought Mark Antony with great bitterness and paid for this course with his life, 43 B. C.

He was Rome's greatest orator, and one of the world's greatest writers. Few men have written so much that the world has cared to keep. His life was in general upright and honorable, even when judged by the standards of our own times. Some day you must read a number of his orations and essays.



CICERO

LESSON 142

REVIEWS. READING LESSON

1.—*Review and recite on the following:*

Fifth declension character of the stem, 46.1; paradigm, *diēs, rēs*, 46.2; on the declensions, 47.2; Verbs: voice, 49.3; mood, 49.4; tenses, 49.5; tenses in each mood, 50.2; two groups of tenses, 50.3; conjugations, 51.1; principal parts, 51.2; systems: present, 51.3; perfect active, 52.2; participial, 52.3; personal endings, 53.1; tense signs, 53.2; passive of *laudō*, 54 and 55.

2.—*Reading lesson: Caius Iulius Caesar, Viri*

For a short sketch of the life of Caesar, see 3, below

C. Iūlius Caesar, nōbilissimā Iūliōrum gen-
annum agēns sextum et decimum patrem ām-
liam, Cinnae filiā, dūxit uxōrem; cūius pat-
Sullae inimicissimus, is Caesarem voluit comp-
repudiāret; neque id potuit efficere. Quā rē
spoliātus, cum etiā ad necem quaererētur,
nocte urbe ēlapsus est et, quamquam tur-
morbō labōrābat, prope per singulās noctēs l-
mūtāre cōgēbātur; et comprehēsus ā Sulla
ad Sullam perdūcerētur, vix datā pecūniā ē
trēmō per propinquōs et adfinēs suōs veniam

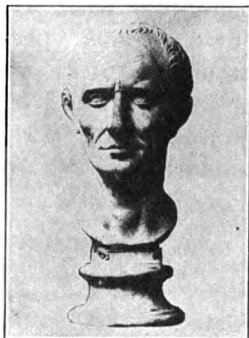
1. Read carefully and translate.
2. Read articles on Caesar, Sulla, and Cinna and bring your notes to the class.

Notes: 1, Iuliorum: the Julian gens was one of the noblest in the city; 2, annum agens sextum, *when he was sixteen years of age*; 3, Cinnae: a strong partisan; 4, ut eam repudiaret, *that he set her aside*, dis-
bonis spoliatus, *stripped of his property*; 7, quarā noctē, *with a sickness of the fourth day*, a fever which lasted for four days; 8, prope per singulas noctes, *near four days*; 11, veniam impetravit, *secured pardon*.

 OPTIONAL
3.—*Great Romans: Caesar.*

Caius Julius Caesar was born in Rome, in a noble family. He was well educated and improved the excellence of his training by becoming an orator, lawyer, engineer, architect, and historian. His aunt Julia had married the great Marius, and

much to do with the deep interest which the young patrician took in the cause of the common people. He married first Cornelia, daughter of Cinna, but she died young. Later he married Pompeia, whom he divorced; then Calpurnia, daughter of Piso. Like Cicero, he held the usual honors in regular order, becoming consul 59 B. C. At the end of his consulship he was sent as *proconsul* to Gaul and Illyria, and was assigned the task of freeing



JULIUS CAESAR

Rome forever from fear of invasion from the north. He did this work so well that he became a national hero, despite the fierce opposition of his political enemies. For protection against these, he formed the "first triumvirate," along with Pompey and Crassus. He and Pompey finally came into conflict, Pompey going over to the side of Caesar's foes. Caesar left Gaul 49 B. C., and at the head of his army went to meet his enemies. Finally they met at Pharsalia, August 9, 48 B. C., where Pompey's army was disastrously defeated. Pompey fled to Egypt and was treacherously murdered there. Caesar went to Egypt where he spent three years, meantime directing affairs at Rome through his appointees. When he returned to Rome, he pushed forward his plans for remaking the city and the government, and the people were glad to have peace. A conspiracy of his old enemies brought about his assassination on the Ides of March, 44 B. C.

Few men have made so deep an impression on the world's history. He wrote the story of his campaigns, some of which you will read next year, from his Gallic Wars.

LESSON 143

REVIEWS. READING LESSON

1.—*Review and recite on the following:*

Synopsis, moneō, active and passive, first person singular only, 56; synopsis, regō, complete, first person, 58; time, 61.2; synopsis, audiō, complete, first person, 62; accompaniment, 63.3; synopsis, capiō, complete, first person, 66; pronouns: personal, 67.1; paradigm, 67.2; use of pronouns, 67.3; reflexives, 68.1; paradigm, suī, 68.2; possessives, 68.3; use of possessives, 68.4; relatives, 69.1; paradigm, quī, 69.2; agreement, 69.3; demonstratives, 70.1; paradigm, is, 70.2; idem, 70.4; hic, 71.2; ille, 71.3; adjective tōtus, 73.4.

2.—*Reading lesson: Caesar consul, Eutropius, Breviarium 6.17.*

Annō urbis conditae sexcentēsīmō nōnāgēsīmō tertiō. C. Jūlius Caesar, quī posteā imperāvit, cum L. Bibulō cōsul est factus. Dēcrēta est eī Gallia et Illyricum cum lēgiōnibus decem. Is primus vicit Helvētiōs, quī nunc Sēquanī appellantur, dēinde vincendō per bella gravissima usque ad Oceanum Britannicum prōcessit. Domuit autem annīs novem ferē omnem Galliam, quae inter Alpēs, flūmen Rhodanum, Rhēnum et Oceanum est et circuitū patet ad bis et trīciēs centēnā milia passuum.

1. Read carefully and translate.
2. Locate on a map what was formerly Gallia.
3. Write out a translation on the blackboard.

Notes: 2, imperavit, *was emperor*; 3, decreta est, that is after he had finished out his year as consul; 9, milia passuum; a thousand paces made a Roman mile, the pace being a double step, from the left toe to the left again.

OPTIONAL

3.—*Great Romans: Virgil.*

Publius Virgilius Maro was born at Andes, near Mantua, October 15, 70 B. C. His parents were not wealthy, but they gave him a good education, sending him to Milan, then to Rome. He began to write early, and by chance some of his poems won him the favor of Asinius Pollio who encouraged him to give his entire time to writing.

Other men of influence were drawn to him, as Gallus, Maecenas, and Augustus. Augustus became his patron and gave him an estate near Naples. In honor of Maecenas he wrote his *Georgics*, and at the suggestion of Augustus he began the *Aeneid*, his greatest poem. This poem became to Rome what the *Iliad* was to



VIRGIL, BY MICHAEL ANGELÓ.

Greece, the national epic. It brought together in noblest lines the nation's aspirations after greatness and inspired the people to believe in their country's destiny. You will read the *Aeneid* in a few years, and you will then understand the world's great debt to Virgil.

LESSON 144

REVIEWS. READING LESSON

1.—*Review and recite on the following:*

Prepositions used with the ablative, 74.2; with the accusative or ablative, 74.3; with the accusative, 75.2.

Partitive genitive, 78.3.

Participles, kinds, 82.2; how formed, 82.4; perfect, 83.2; future passive, 83.3; clauses for participles, 83.4.

Ablative absolute, 84.2; translation of, 85.3.

The infinitive, 86.1; tenses, 86.2; stems and endings, 86.3; caution, 87.2; chief uses of the infinitive, 87.3; complementary infinitive, 87.5.

Direct and indirect statement, 88.3. the infinitive in place of the indicative, 88.4.

2.—*Reading lesson: Caesar consul, continued.*

Britannīs mox bellum intulit, quibus ante eum nē nōmen quidem Rōmānōrum cōgnitum erat, eōsque victos obsidibus acceptis stīpendiārīōs fēcit. Galliae autem, tribūtī nōmine, annum imperāvīt stīpendium quadringentiēs, Germānōs-que trāns Rhēnum aggressus immānissimīs proeliīs vīcit. Inter tot successūs ter male pūgnāvīt, apud Arvernōs semel praesēns et absēns in Germāniā bis. Nam lēgātī ēius duo, Titūrius et Aurunculēius, per īnsidiās caesī sunt.

1. Read carefully and translate.

2. What were hostages, *obsides*? Read articles on Britannia.

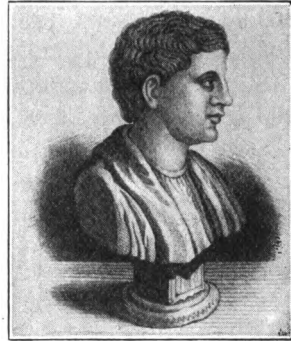
Notes: 1, ne—quidem, *not even*; 3, stipendarios, *tributaries*; 4, quadringenties (centena milia sestertium), *four-hundred-times a hundred-thousand sestertii*, literally. A sestertius was a little over four cents in our money. You may translate, *about \$1,640,000.*

OPTIONAL

3.—*Great Romans: Horace.*

Quintus Horatius Flaccus was born at Venusia, in Apulia, December 8, 65 B. C., and was five years younger

than Virgil, whom he loved tenderly. His father was a freedman, but was determined to educate his son and took him to Rome, where he watched over him with special care. Young Horace then studied for awhile in Athens, where he met Brutus and unwisely joined the army against Augustus. After the battle of Philippi, he went back to Rome and during his spare hours wrote poetry. Virgil and Varius were pleased with his lines and introduced him to Maecenas. The favor of this great statesman secured Horace a hearing, and so well did he do his part that he became a popular favorite. Maecenas and Horace became devoted friends and so remained until they were separated by death. Maecenas had given Horace a country seat in the Sabine hills, near Tivoli, where the poet was so delighted that he spent the greater part of his time. As he prayed, he did not long outlive his patron. On November 27, 8 B. C., he died, and was buried near the tomb of Maecenas, on the Esquiline hill.



HORACE

Some day you will come to know him, and we could wish you no greater pleasure than that you may be able to read and enjoy his delightful odes, such as those beginning:

“Sic te diva potens Cypri,”

“Integer vitae scelerisque purus,”

“Eheu fugaces, Postume, Postume,”

“O fons Bandusiae, splendidior vitro,”

and others equally charming.

LESSON 145

REVIEWS. READING LESSON

1.—*Review and recite on the following:*

The imperative, 101.1; tenses, 101.2; stems and endings, 101.3; negative commands, 101.4; commands, 102.4.

The subjunctive, 103.1; tenses, 103.2; stem and endings, 103.3; tense signs, 103.4; paradigm, model verbs, active, 103.5; passive, Ap. II, 293; subjunctive of sum, Ap. II, 298.

Subjunctive in independent sentences, 105.3; hortatory, 105.4; commands, 105.5; optative, 106.2.

Sentence, 107.1; kinds of, 107.2; connectives, 107.3; kinds of minor clauses, 107.4; value of minor clauses, 108.2; sequence of tenses, 108.3; table of principal and historical tenses, 108.4; connectives in compound sentences, 108.5.

2.—*Reading lesson: Caesar assassinated, Viri Romae 23.*

Atque cum Caesar eō diē in senātum vēnisset, adsidentem coniūrātī, speciē officī, circumsteterunt illicōque ūnus, quasi aliquid rogātūrus, propius accessit; renuentīque ab utrōque umerō togam apprehendit. Dēinde clāmāntem “Ista quidem vīs est,” Casca, ūnus ē coniūrātīs adversum vulnerat paulum infrā iugulum. Caesar Cascae brachium adreptum graphiō trāiēcit, cōnātūque prōsilire, aliō vulnere tardātus est. Dein ut animadvertit undique sē strictis pugiōnibus petī, togā caput obvolvī et ita tribus et vīginti plāgīs cōfossus est. Cum Mārcum Brūtum, quem filiī locō habēbat, in sē inruentem vīdisset, dixisse fertur: “Tū quoque, mī fili!”

1. Read carefully and translate.

2. Read an account of Caesar's assassination in an encyclopedia or classical dictionary.

Notes: 1, adsidentem—circumsteterunt, *the conspirators surrounded him sitting*; 3, renuenti (sc. ei), *from him draw-*

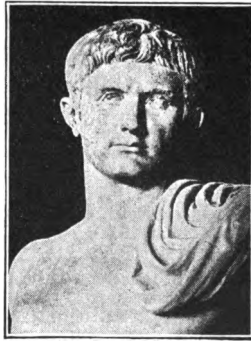
ing back; 4, clamantem; object of vulnerat; 8, undique—peti, *himself attacked on-all-sides by drawn daggers*; 11, quem filio loco habebat, *whom he regarded as his own son*, or better, *whom he loved as if he were his own son*.

 OPTIONAL

 3.—*Great Romans: Augustus.*

Caius Octavius, a grandson of Caesar's sister Julia, was born September 23, 63 B. C. He was adopted by Caesar, after which his name became Caius Julius Caesar Octavianus. The name Augustus was given him as an honor in 27 B. C. On the death of Caesar, Octavianus succeeded

to large property, and, by common consent, to much of the power which his father had held. Although a mere youth, he bore himself manfully and forced both Cicero and Antonius to recognize him as a power to be reckoned with. With Lepidus and Antonius he formed the "second triumvirate," but Lepidus was weak and soon was lost sight of. Antonius and Augustus came into conflict, and finally Antonius, who had risked and lost everything in Egypt,



AUGUSTUS

died and left Augustus master of the world. Gradually he took all administration into his own hands, and thus became the *imperator*, with no one to question his control. Under his reign, the people had peace. Fine arts had in him a friendly patron, and during his reign, at his court gathered men of culture, such as Horace, Virgil, Varius, and Pollio. He was very fortunate in his main advisers, some of whom, like Maecenas and Agrippa, rank among the world's great men.

LESSON 146

REVIEWS. READING LESSON

1.—*Review and recite on the following:*

Temporal clauses, how expressed, 109.2; causal clauses, how expressed, 111.2; purpose clauses, how expressed, 112.2; result clauses, how expressed, 113.2; purpose and result compared, 113.3; concessive clauses, how expressed, 113.4; conditional clauses, how expressed, 114.3; kinds of conditional sentences, 114.4.

2.—*Reading lesson: Rise of Octavianus, from Eutropius, Breviarium 7.1.*

Annō urbis septingentēsīmō ferē ac nōnō, interfectō Caesare, cīvīlia bella reparāta sunt. Percussōribus enim Caesaris senātus favēbat. Antōnius cōsul, partium Caesaris, cīvīlibus bellīs opprimere eōs cōnābātur. Ergō, turbātā rē publicā, multa Antōnius scelera committēns, ā senātū hostis iūdicātus est. Missī ad eum persequendum duo cōsulēs, Pānsa et Hirtius, et Octāvianus adulēscēns, annōs duodēvigintī nātus, Caesaris nepōs, quem ille testāmentō hērēdem reliquerat et nōmen suum ferre iūsserat. Hic est quī postea Augustus est dictus et rērum potītus.

1. Read and translate carefully.

2. Read encyclopedia and dictionary articles on Augustus.

Notes: 2, bella—sunt, *civil wars were renewed*; 2, percussoribus, *was favorable to the murderers*, dative after verb of favoring; 3, partium Caesaris, *of Caesar's party*; Antony narrowly escaped death also. 5, multa—committens, *Antony perpetrating many crimes*; 6, hostis—est, *was declared a public enemy*, but only after a bitter fight made on him by Cicero; 6, ad eum persequendum, *for the purpose of pursuing him*, purpose with *ad* and the *gdv.*; 8, Caesaris nepos: he was the grandson of Caesar's sister

Julia; as Caesar had no son, he adopted this young kinsman. 8, quem—reliquerat, *whom he had left as his heir in his will*; 10, et rerum potitus, *and became master of the world*, the genitive after *potior*, which usually takes the abl.

OPTIONAL

3.—*Proverbs.*

Dum vitant stultī (*fools*) vitia, in contrāria (*an opposite one*) currunt.

Ubi bene (*where one is well-off*), ibi patria.

LESSON 147

REVIEWS. READING LESSON

1.—*Review and recite on the following:*

Substantive clauses, 115.2; kinds of, 115.3; questions, indirect, 115.5; different from indirect statement, 115.6; clauses after verbs of asking, 116.2; indirect discourse, 117.6; moods in indirect discourse, 117.7; subjunctive already in the minor clause, 118.3.

2.—*Reading lesson: Rise of Octavianus, continued. Eutropius, Breviarium 7.3.*

Intereā Brūtus et Cassius, interfectōrēs Caesaris, ingēns bellum mōvērunt. Erant enim per Macedoniam et Orientem multī exercitūs, quōs occupāvērunt. Profectī sunt igitur contrā eōs Caesar Octāviānus Augustus et M. Antōnius. Apud Philippōs, Macedoniae urbem, contrā eōs pūgnāvērunt. Primō proeliō vīctī sunt Antōnius et Caesar; periit tamen dux nōbilitātis Cassius; secundō, Brūtum et infīnitam nōbilitātem, quae cum illis bellum gesserat, vīctam interfēcērunt.

1. Read carefully and translate.
2. Read encyclopedia and dictionary articles on Brutus, Cassius, and the battle of Philippi.

Notes: 1, interfectores, *assassins*; 3, quos occupaverunt, *which (armies) they took charge of*; 5, apud Philippos, *at Philippi*; 7, dux nobilitatis, *leader of the nobles*; the senatorial party very largely supported the side of the assassins; 8, infinitam—interfecerunt, *they killed Brutus and very many nobles*; 9, victam: with nobilitatem.

 OPTIONAL

 3.—*The Ten Commandments, Exodus 20, 2-17.*

1. Ego sum Dominus Deus tuus, qui eduxi te de terra Aegypti, de domo servitutis. Non habebis deos alienos coram me. Non facies tibi sculptile, neque omnem similitudinem quae est in caelo desuper, et quae in terra deorsum, nec eorum quae sunt in aquis sub terra. Non adorabis ea, neque colēs: ego sum Dominus Deus tuus fortis, zelotes, visitans iniquitatem patrum in filios, in tertiam et quartam generationem eorum qui oderunt me: et faciens misericordiam in milia his qui diligunt me, et custodiunt praecepta mea.

2. Non assumes nomen Domini Dei tui in vanum; nec enim habebit insonem Dominus eum qui assumpsit nomen Domini Dei sui frustrā.

Continued. See 149.10

LESSON 148

REVIEWS. READING LESSON

 1.—*Review and recite on the following:*

Indirect discourse an object clause, 118.2; subjunctive already in the minor clause, 118.3; descriptive clauses, 119.2; descriptive clauses in the subjunctive, 119.3.

 2.—*Reading lesson: Augustus and his prosperous reign, Eutropius, Breviarium 7.8, and 10.*

Ita bellis toto orbe confectis, Octavianus Augustus Romam rediit, duodecimo anno quam consul fuerat. Ex

eō rem pūblicam per quadrāgintā et quattuor annōs sōlus obtinuit. Ante enim duodecim annīs cum Antōniō et Lepidō tenuerat. Ita ab initiō prīncipātūs eius ūsque ad finem, quīnquāgintā et sex annī fuere. Obiit autem septuāgēsīmō sextō annō morte commūnī in oppidō Campāniae Atellā. Rōmae in campō Mārtiō sepultus est, vir quī nōn immeritō ex māximā parte deō similis est putātus. Neque enim facile ūllus eō aut in bellīs fēlicior fuit, aut in pāce moderātor.

Moriēns, dīvus appellātus est. Rem pūblicam beātissimam Tiberiō successōrī reliquit, quī prīvignus eī, mox gener, postrēmō adoptiōne filius fuerat.

1. Read and translate carefully.
2. Read articles on Tiberius.

Notes: 1, ita—confectis, *thus wars throughout the world being finished*, or, *when he had finished*; 2, quam: equals postquam; 3, duodecimo—quadraginta et quattuor—duodecim: how many years?; 7, morte communi, *a natural death*; 8, Romae in Martio, *at Rome, in the Campus Martius*: the mausoleum of Augustus still stands, although the greater part was destroyed years ago; 9, immerito ex maxima parte, *not unworthily, in very many respects*; 10, neque—moderatio, *neither was any one easily more fortunate in war, nor more temperate in peace*; 12, moriens—est, *when he died, he was declared divine, or a god*; 13, privignus—fuerat, *his stepson, soon his son-in-law, later his son by adoption*.

OPTIONAL

3.—Proverbs.

Vita sine litterīs (*learning*) mors est.

Exēgī monumentum aere (*than-bronze*) perennius (*more enduring*).

Horace, Odes 3.30.1

LESSON 149

REVIEW. OPTIONAL LESSON

- 1.—Define causal clauses. How are they expressed in Latin?
- 2.—What are purpose clauses? How are they expressed?
- 3.—Compare purpose and result clauses.
- 4.—How are clauses of concession expressed?
- 5.—How many kinds of conditional sentences are there? How are they expressed?
- 6.—What is meant by substantive clauses? How are they expressed? Give the rule for indirect questions.
- 7.—Explain the subjunctive after verbs of asking; the infinitive in place of the indicative after verbs of saying, hearing, and the like.
- 8.—What is indirect discourse? Give the rule for the verb of the main clause and of the minor clause in indirect discourse.
- 9.—Define descriptive clauses. When are they in the subjunctive mood?

 OPTIONAL
10—*The Ten Commandments, continued.*

3. Mementō ut diem sabbatī sānctificēs. Sex diēbus operāberis, et faciēs omnia opera tua. Septimō autem diē sabbatum Dominī Deī tuī est: nōn faciēs omne opus in eō, tū, et filius tuus et filia tua, servus tuus et ancilla tua, iūmentum tuum, et advena quī est intrā portās tuās. Sex enim diēbus fēcit Dominus caelum et terram et mare, et omnia quae in eīs sunt, et requiēvit in diē septimō, idcirco benedixit Dominus diēi sabbatī, et sānctificāvit eum.

4. Honōrā patrem tuum et mātrem tuam, ut sis longævus super terram, quam Dōminus Deus tuus dabit tibi.

5. Nōn occīdēs.

6. Nōn moechāberis.

7. Nōn fūrtum faciēs.

8. Nōn loquēris contrā proximum tuum falsum testimoniū.

9, 10. Nōn concupiscēs domum proximī tuī: nec dēsiderābis uxōrem eius, nōn servum, nōn ancillam, non bovem, non asinum, nec omnia quae illius sunt.

Latin Vulgate Bible.

LESSON 150

WRITTEN LESSON OR EXAMINATION. OPTIONAL

This should be a written lesson, the questions being based on all the work done since Lesson 120. The plan suggested in Lesson 60 will be well worth trying here, even if it has not been tested heretofore. The questions prepared by the pupils will be fairly accurate evidence of what they know of the subjects so far studied.

LESSON 151

A DRILL IN FORMS. SCIPIO'S DREAM

Cicero in the sixth book of the *Dē Rē Pūblicā* represents the younger Scipio as telling a dream he once had, in which his father and the elder Scipio appeared to him and explained to him the position of man and the earth in the universe. We begin his interview with the elder Scipio, just before his father Paulus Aemilius arrives.

1.—*Why we should be satisfied to remain in this life, though the other life is preferable.*

Hic ego, etsi eram perterritus, quaesivī tamen viveretne ipse, et Paulus pater, et alii quōs nōs extinctōs (*dead*) esse arbitrāremur. “Immō vērō (*why yes*),” inquit, “ii vīvunt quī ē corporum vinculis (*bonds*) tamquam (*as if*) ē carcere (*prison*) evolāvērunt (*have-flown-forth*); vestra vērō quae (*that-which*) dicitur vīta, mors est. Quīn tū aspicias (*why don't you see*) ad tē venientem Paulum patrem?”

2.—*Directions for this and the next nine lessons:*

1. Read the Latin carefully, then translate.
2. Parse the words of the following classes:
 - (a) Nouns: for each give
 1. The declension to which it belongs.
 2. Decline the noun through all the cases.
 3. Gender and number.
 4. Case of the noun, and the rule (or reason) for its being in this case.
 - (b) Adjectives: same as nouns.
 - (c) Pronouns: same as nouns, omitting 1.
 - (d) Verbs: for each give
 1. The conjugation to which it belongs.
 2. The principal parts.
 3. Voice.
 4. Person and number.
 5. The tense and the entire conjugation of the verb in that tense.
 6. Mood and the rule (or reason) for using this mood.

Examples: Line 1, ego, is a personal pronoun; declined, singular, ego, mei, mihi, me, me; plural, nos, nostrum, nobis, nos, nobis; gender, masculine; number, singular; case, nominative, subject of the verb quaesivi; rule 6.4, the subject of a finite verb is in the nominative case.

Line 1, quaesivi, is a verb, transitive; third conjugation; quaero, quaerere, quaesivi, quaesitus; active voice; first person, singular number; perfect tense, quaesivi, quaesivisti, quaesivit, quaesivimus, quaesivistis, quaesiverunt; indicative mood, states a fact; rule 49.4 (a), the indicative is used to state a fact or ask a direct question.

3.—*Help to translation.*

Hereupon I asked whether he was really alive, and others we thought dead. He said that those were truly living who had escaped from the body, and that our life is in fact death. He then pointed to my father who was approaching.

LESSON 152

A DRILL IN FORMS. SCIPIO'S DREAM

1.—*Scipio's Dream, continued.*

Quem ut vīdī, equidem vim (*flood*) lacrimārum prōfudī (*shed*), ille autem, mē complexus (*embrace*) atque ōsculāns

(*kiss*), *flēre* (*weep*) *prohibēbat*. *Atque ego, ut primum flētū repressō loquī posse coepī, "Quaesō," inquam, "pater optime, quoniam haec est vīta, ut Africānum audiō dīcere, quid (why) moror in terrīs? Quīn (why-not) hūc ad vōs properō?" "Nōn est ita," inquit ille; "Nisi enim deus is cūius (whose) templum (i. e., the-universe) est omne quod cōnspicis (you-see), istīs tē corporis custōdiīs (these-guards) liberāverit, hūc tibi aditus (access) patēre (lie-open) nōn potest.*

1. Read and translate.
2. Parse the words as directed.

NOTE: Words which are glossed (having meaning given) may be omitted from the parsing exercise unless they appear in the main vocabulary. This applies to all the lessons which follow.

2.—*Help to translation.*

As soon as I saw him I wept; but he embraced me and calmed my fears. I stopped weeping and asked him why I could not also go and be with him. He said that I could not enter that place unless God should release me from these guards of the body.

LESSON 153

A DRILL IN FORMS. SCIPIO'S DREAM

1.—*Scipio's Dream, continued.*

Hominēs enim sunt hāc lēge (*on-these terms*) generātī, quī tuērentur (*that-they should-maintain*) illum globum quem in hōc templō medium vidēs, quae terra dīcitur.
 Quā rē (*therefore*) et tibi (*by-you*) et piīs (*by-the religious*) omnibus retinendus (*must-be-preserved*) animus est in custōdiā corporis; nec iniūssū (*without the order*) ēius ā quō ille est vōbīs datus, ex hominum vīta migrandum est.
 Sed iūstitiam cole (*cultivate*) et pietātem. Ea vīta via est in caelum, et in hunc coetum (*assemblage*) omnium quī iam vīxērunt, et corpore laxātī (*released*) illum incolunt locum quem vidēs.

1. Read and translate carefully.
2. Parse the words as directed.

2.—*Help to translation.*

Men were created to maintain the earth in the body; nor should one leave this life gave life. So cultivate justice and piety, and that assemblage of all whom you see.

LESSON 154

A DRILL IN FORMS: POPE G

1.—*Pope Gregory's Pun about the An*

Dicunt diē quādam, cum multa in Forum essent cōnlāta multique cōnfluxissent (*had-gathered*), ipsum advēnisse ac vīdisse inter alia (*other* (*for-sale*), candidī (*white*) corporis vultūs, capillōrum quoque fōrmā aspiceret (*saw*), interrogāvit dē quā Dictumque est, dē Britannīā insul essent aspectūs (*appearance*). Rūrs (*whether*) iīdem insulānī Christiānī a

Bede's Historia

1. Read and then translate.
2. Parse the words as directed.

2.—*Help to translation.*

They say that once when a sale was going many purchasers were there Pope Gregory other things some boys for sale. They countenance and with wonderful beauty they came from. He was told from Britain looks of the people of that country. He they were Christians or pagans.

LESSON 155

A DRILL IN FORMS: POPE GREGORY'S PUN

1.—*Pope Gregory's Pun about the Angles, continued.*

Dictumque est eōs esse pāgānōs. At ille, ex corde longa trahēns suspīria (*sighs*): "Heu, prōh dolor!" (*what-a-shame*), inquit. Rūrsus ergō interrogāvit quod vocābulum (*name*) esset gentis illius. Respōnsum est eōs Anglōs vocārī. At ille: "Bene," inquit, "nam angelicam habent faciem." Accēdēnsque (*going*) ad pontificem (nondum enim erat ipse pontifex factus), rogāvit ut gentī Anglōrum in Britanniam aliquōs ministrōs mitteret; et dīxit sē ipsum parātum esse ad hoc perficiendum (*for-carrying-out*), sī pāpae (*pope*) placēret ut hoc fieret.

1. Read and then translate.
2. Parse every noun, pronoun, adjective and verb, except those glossed.

2.—*Help to translation.*

He was told that they were pagans. Sighing he said that this was a shame. He asked for the name of their nation and was told that they were Angles. "That is good, for they have faces like Angels." He then went to the Pope and asked for ministers to go to Britain and offered to go himself if permitted.

LESSON 156

A DRILL IN FORMS: MITHRIDATES A LINGUIST

1.—*Mithridates a Linguist.*

Quīntus Ennius tria corda (*minds, or hearts*) habēre sēsē dicēbat, quod loquī Graecē et Oscē et Lātīnē sciret (*knew how*). Mithridātēs autem Pontī atque Bīthyniae rēx inclutus (*famous*), quī ā Cn. Pompēiō bellō superātus est, duārum et vīgintī gentium, quās sub diciōne habuit, linguās (*tongues*) percalluit (*be-an-expert-in*); eārumque omnium gentium (*nations*) virīs haud umquam (*not-ever*)

per interpretem conlocūtus est; sed ut quemque ab eō appellārī ūsus fuit, proinde (*then*) linguā et ōrātiōne ipsius nōn minus scītē (*skillfully*) quam sī gentilis (*fellow-countryman*) eius esset, locūtus est.

Aulus Gellius, Noctēs Atticae, 17.17.

1. Read and translate carefully.
2. Parse the words as directed.

2.—*Help to translation.*

Ennius said he had three hearts because he knew how to speak Greek, Oscan, and Latin. Mithridates, an expert in the languages of twenty-two nations which he ruled, never addressed the men through an interpreter but as there was need for each one to be addressed he used that language as accurately as if he were a fellow-countryman.

LESSON 157

A DRILL IN FORMS: THE ROMAN POWER CRUMBLING

1.—*The Roman power crumbling before the Barbarian.*

Nihil nōbīs dē pāce et prōsperitāte prīstinā (*old-time*) reliquum est (*is left*) nisi sōla omnīnō crīmīna quae prōsperitātē nōn esse fēcērunt. Ubi namque sunt antiquae Rōmānōrum opus (*power*) ac dignitātēs? Fortissimī quondam Rōmānī erant, nunc sine vīribus (*strength*). Timēbantur Rōmānī veterēs; nōs timēmus. Vectīgālia (*taxes*) illis solvēbant populī barbarōrum; nōs vectīgālēs (*tribute-payers*) barbarīs sumus. Vēndunt nōbīs hostēs lūcis ūsūram. Tōta admodum salūs nostra commercium (*object-of-trade*) est. O infēlicitātēs nostrās! ad quid dēvēnimūs? Et prō hōc grātiās (*thanks*) barbarīs agimus (*we-give*), ā quibus nōs ipsōs pretiō comparāmus.

Salvianus Massiliensis, De Gubern. Dei, 6.18.

1. Read and translate.
2. Parse the words as directed.

2.—*Help to translation.*

The writer is bewailing the fallen condition of the Roman state during his time about 440 A. D., when the Goths had overrun Italy and Gaul. Nothing of the former greatness remains, only the crimes which have done away with prosperity. The old power is gone. The old Romans were dreaded, but now Romans are in fear, and even pay taxes to barbarians, who sell them the very light. Safety must be paid for. And for all this we give thanks to the very barbarians from whom we buy even ourselves.

LESSON 158

A DRILL IN FORMS: THE ROMAN POWER CRUMBLING, CONTINUED

1.—*The Roman power crumbling before the Barbarian, continued.*

Quid potest esse nōbīs vel abiectius vel miserius? Et vīvere nōs post ista (*these things*) crēdimus, quibus vīta sic cōnstat (*is-made-up*)! Īnsuper etiam rīdiculōs ipsī nōs facimus; aurum quod pendimus (*pay*), mūnera vocāmus. Dicimus dōnum esse quod pretium (*price*) est, et quidem pretium condiōnis dūrissimae et miserrimae. Omnēs quippe (*indeed*) captīvī, semel redēptī fuerint (*when once redeemed*), libertāte potiuntur (*acquire*). Nōs semper redimimur (*are-redeeming-ourselves*), et numquam liberī sumus. . . . Nōs enim numquam ab hāc sumus liberī fūnciōne (*task*) quam pendimus. Ad hoc mercēdes (*revenue*) iūgiter (*unceasingly*) solvimus, ut sine cessātiōne solvāmus.

1. Read and translate.
2. Parse the words as directed.

2.—*Help to translation.*

What could be more wretched! After such things we think that we are living, we to whom life means only this! In fact we make

ourselves a laughing-stock. We pay and call it a gift, the price indeed of a bitter situation. Captives who are redeemed go free, but we keep on paying but never go free. We are never free from our burden, but we pay in order to pay forever.

LESSON 159

A DRILL IN FORMS: THE BRITISH NOBLE ON HUMAN LIFE

1.—*What the British heathen noble said of human life.*

Paulinus, a missionary, has been arguing with King Edwin, a heathen Saxon prince. One of his nobles makes the following famous comparisons:

“Mihi vidētur, rēx, vīta hominum praesēns in terrīs, ad comparātiōnem (*in comparison*) ēius temporis quod nōbis incertum est, tālis quālis (*just-as-if*) cum, tē residente (*sitting*) ad cēnam cum ducibus ac ministrīs tuīs, tempore brūmālī (*winter*), accēnsō focō (*fire*) in mediō, et calidō (*warm*) effectō cēnāculō (*dining-room*), furentibus (*raging*) autem foris (*outdoors*) per omnia (*everywhere*) turbinibus (*whirlwinds*) hiemālium (*cold*) pluviārum (*rain*) vel nivium (*snow*), ūnus passer (*sparrow*) domum citissimē pervolāverit (*flew-through*); quī per ūnum ōstium (*door*) ingrediēns (*entering*) mox per aliud exierit. Ipsō quidem (*to-be-sure*) tempore quō (*while*) intus est, hiemis tempestāte (*storm*) nōn tangitur; sed tamen minimō spatiō (*time*) serēnitātis excursō (*having-elapsed*), mox dē hieme in hiemem regrediēns (*returning*) tuīs oculīs ēlābitur (*vanishes*). Ita haec vīta hominum appāret; quid sequātur, quidve praecesserit (*went before*), prōrsus (*at-all*) ignōrāmus (*we-do-not-know*).

Bede's *Historia Gentis Anglorum*.

1. Read and translate.
2. Parse the words as directed, omitting any that are glossed.

NOTE: Notice the unusual number of ablatives absolute.

2.—*Help to translation.*

Our present life seems to me, in comparing it with that time of which we know little, as if, when you were sitting at a banquet with your friends about you, in the winter, with a fire burning and the room made warm, while the whirlwinds of cold rain and snow outside are raging, a lone sparrow flew quickly through, entering one door and going out at another. While inside, the storm did not touch it, but after just a little time it went out and you saw it no more. Thus life seems. We know nothing at all of what follows or of what has already gone before.

LESSON 160

WRITTEN REVIEW OR EXAMINATION. OPTIONAL

The questions are to be prepared by the teacher, based on the lessons since 150.

OPTIONAL

3.—*Nursery Rhyme: The Queen of Hearts.*

Cordium Rēgīna fēcit
Quam suāvissimās placentās
Diē dīligēns aestīvō.

Cordium Fūr ille prīmus
Princeps idem prīmo nātus,
Fūrābātur hās placentās,
Penitusque subtrahēbat.

Cordium Rex irācundus
Norat perditās placentās,
Acriterque verberāvit
Furem simul filiumque.

Reddiditque Fūr placentās
Princeps idem primō nātus,
Cordium Fūr ille prīmus
Neque rursurn spoliavit.

APPENDIX

I

THE MODEL VERBS

Principal parts:

laudō	laudare	laudāvī	laudātus	<i>praise</i>
moneō	monēre	monuī	monitus	<i>warn, advise</i>
regō	regere	rēxī	rēctus	<i>rule</i>
audiō	audire	audīvī	auditus	<i>hear</i>

1. Indicative Active

Present tense: *I praise, I do praise, I am praising*

laudō	moneō	regō	audiō
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Imperfect: *I praised, I did praise, I was praising*

laudābam	monēbam	regēbam	audiēbam
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Future: *I shall praise*

laudābō	monēbo	regam	audiam
---------	--------	-------	--------

Perfect: *I have praised, I praised*

laudāvī	monuī	rēxī	audīvī
---------	-------	------	--------

Pluperfect: *I had praised*

laudāveram	monueram	rēxeram	audiveram
------------	----------	---------	-----------

Future Perfect: *I shall have praised*

laudāverō	monuerō	rēxerō	audiverō
-----------	---------	--------	----------

2. Indicative Passive

Present tense: *I am praised*

laudor	moneor	regor	audior
--------	--------	-------	--------

Imperfect: *I was praised*

laudābar	monēbar	regēbar	audiēbar
----------	---------	---------	----------

Future: *I shall be praised*

laudābor	monēbor	regar	audiar
----------	---------	-------	--------

Perfect: *I have been praised*

laudātus sum	monitus sum	rēctus sum	audītus sum
--------------	-------------	------------	-------------

Pluperfect: *I had been praised*

laudātus eram	monitus eram	rēctus eram	audītus eram
---------------	--------------	-------------	--------------

Future Perfect: *I shall have been praised*

laudātus erō	monitus erō	rēctus erō	audītus erō
--------------	-------------	------------	-------------

3. Subjunctive Active

Present: Singular.

laudem	moneam	regam	audiam
laudēs	moneās	regās	audiās
laudet	moneat	regat	audiat

Plural.

laudēmus	moneāmus	regāmus	audiāmus
laudētis	moneātis	regātis	audiātis
laudent	moneant	regant	audiant

Imperfect: Singular.

laudārem	monērem	regerem	audīrem
laudārēs	monērēs	regerēs	audirēs
laudāret	monēret	regeret	audiret

Plural.

laudārēmus	monērēmus	regerēmus	audirēmus
laudārētis	monērētis	regerētis	audirētis
laudārent	monērent	regerent	audirent

Perfect: Singular.

laudāverim	monuerim	rēxerim	audiverim
laudāveris	monueris	rēxeris	audiveris
laudāverit	monuerit	rēxerit	audiverit

Plural.

laudāverimus	monuerimus	rēxerimus	audiverimus
laudāveritis	monueritis	rēxeritis	audiveritis
laudāverint	monuerint	rēxerint	audiverint

Pluperfect: Singular.

laudāvissēm	monuissēm	rēxissem	audīvissem
laudāvissēs	monuissēs	rēxissēs	audīvissēs
laudāvisset	monuisset	rēxisset	audīvisset

Plural.

laudāvissēmus	monuissēmus	rēxissēmus	audīvissēmus
laudāvissētis	monuissētis	rēxissētis	audīvissētis
laudāvissent	monuissent	rēxissent	audīvissent

4. Subjunctive Passive

Present: Singular.

lauder	monear	regar	audiar
laudēris(-re)	monēāris(-re)	regāris(-re)	audiāris(-re)
laudētur	monēātur	regātur	audiātur

Plural.

laudēmur	monēāmur	regāmur	audiāmur
laudēminī	monēāminī	regāminī	audiāminī
laudentur	monēantur	regantur	audiantur

Imperfect: Singular.

laudārer	monērer	regerer	audīrer
laudārēris(-re)	monērēris(-re)	regerēris(-re)	audīrēris(-re)
laudārētur	monērētur	regerētur	audīrētur

Plural.

laudārēmur	monērēmur	regerēmur	audīrēmur
laudārēminī	monērēminī	regerēminī	audīrēminī
laudārentur	monērentur	regerentur	audīrentur

Perfect: Singular.

laudātus sim	monitus sim	rectus sim	audītus sim
sīs	sīs	sīs	sīs
sit	sit	sit	sit

Plural.

laudāti simus	monitī simus	rēctī simus	audītī simus
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Pluperfect: Singular.

laudātus	monitus	rēctus	audītus
essem	essem	essem	essem

Plural.

laudātī	monitī	rēctī	audītī
essēmus	essēmus	essēmus	essēmus

5. Imperative Active

Present: laudā	monē	rege	audi
Future: laudātō	moneto	regitō	auditō

6. Imperative Passive

Present: laudāre	monēre	regere	audire
Future: laudātor	monelor	regitor	auditōr

7. Infinitive Active

Present: laudāre	monēre	regere	audire
Prefect: laudāvisse	monitus	rēctus	audītus
	esse	esse	eese
Future: laudātūrus	monitūrus	rēctūrus	audītūrus
	esse	esse	esse

8. Infinitive Passive

Present: laudārī	monērī	regī	audirī
Perfect: laudātus	monitus	rēctus	audītus
	esse	esse	esse
Future: laudātum	monitum	rēctum	auditum
	irī	irī	irī

9. Participles

Active.

Present: laudāns	monēns	regens	audiēns
Future: laudatūrus	monitūrus	rēctūrus	audītus

Passive.

Gerundv.: laudandus	monendus	regendus	audiendus
Perfect: laudātus	monitus	rēctus	audītus

10. Gerunds

Genitive: laudandī	monendī	regendī	audiendī
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II

DEPONENT VERBS

1. Conjugation hortor, hortārī, hortātus, *encourage*
2. Conjugation vereor, verērī, veritus, *fear*
3. Conjugation loquor, loquī, locūtus, *say, speak*
4. Conjugation mentior, mentīri, mentītus, *lie, speak falsely.*

1. Indicative

1.	2.	3.	4.
Present.			
hortor	vereor	loquor	mentior
hortāris(-re)	verēris(-re)	loqueris(-re)	mentīris(-re)
Imperfect.			
hortābar	verēbar	loquēbar	mentiēbar
Future.			
hortabor	verēbor	loquar	mentiar
Perfect.			
hortātus sum	veritus sum	locūtus sum	mentītus sum
Pluperfect.			
hortātus eram	veritus eram	locūtus eram	mentītus eram
Future Perfect.			
hortātus erō	veritus erō	locūtus ero	mentītus ero

2. Subjunctive

Present.			
horter	verear	loquar	mentiar
hortērīs	verēāris	loquāris	mentiāris
Imperfect.			
hortārer	verērer	loquerer	mentīrer

Perfect.

hortātus sim	veritus sim	locūtus sim	mentītus sim
--------------	-------------	-------------	--------------

Pluperfect.

hortātus essem	veritus essem	locūtus essem	mentītus essem
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3. Imperative

Present.

hortāre	verēre	loquere	mentīre
---------	--------	---------	---------

Future.

hortātor	verētor	loquitur	mentītor
----------	---------	----------	----------

4. Infinitive

Present.

hortārī	verērī	loquī	mentīrī
---------	--------	-------	---------

Perfect.

hortātus esse	veritus esse	locūtus esse	mentītus esse
---------------	--------------	--------------	---------------

Future.

hortātūrus esse	veritūrus esse	locūtūrus esse	mentītūrus esse
--------------------	-------------------	-------------------	--------------------

5. Participles

Present.

hortāns	verēns	loquēns	mentiēns
---------	--------	---------	----------

Future.

hortātūrus	veritūrus	locutūrus	mentītūrus
------------	-----------	-----------	------------

Perfect.

hortātus	veritus	locūtus	mentītus
----------	---------	---------	----------

Gerundive.

hortandus	verendus	loquendus	mentiendus
-----------	----------	-----------	------------

6. Gerund

hortandī verendī loquendī mentiendī

7. Supine

hortātum, -tū veritum, -tū locūtum, -tū mentitum, -tū

III

IRREGULAR VERBS

(a) Sum, esse, fuī, *to be*.

1. Indicative

Present	Imperfect	Future	Perfect	Pluperfect	Future Perfect
sum	eram	erō	fuī	fueram	fuerō
es	erās	eris	fuistī	fuerās	fueris
est	erat	erit	fuit	fuerat	fuerit
sumus	erāmus	erimus	fuimus	fuerāmus	fuerimus
estis	erātis	eritis	fuistis	fuerātis	fueritis
sunt	erant	erunt	fuērunt	fuerant	fuerint

2. Subjunctive

Present	Imperfect	Perfect	Pluperfect
sim	essem	fuerim	fuissem
sīs	essēs	fueris	fuisēs
sit	esset	fuerit	fuisset
sīmus	essēmus	fuerimus	fuissemus
sītis	essētis	fueritis	fuissetis
sint	essent	fuerint	fuisissent

3. Imperative

Present	Future
es, <i>be</i>	estō,
este, <i>be</i> (plural)	estō
	estōte
	suntō

4. Infinitive

Present	Perfect	Future
esse, <i>to be</i>	fuisse, <i>to have been</i>	futūrus esse, <i>to be going to be</i>

5. Participle

Future.

futūrus, a, um, *going to be*.(b) Possum, posse, potuī, *to be able*.Prōsum, prōdesse, prōfui, prōfutūrus, *to benefit, help*

1. Indicative

Present		Future	
possum	prōsum	poterō	prōderō
potes	prōdes		Perfect
potest	prōdest	potuī	prōfui
			Pluperfect
possumus	prōsumus	potueram	prōfueram
potestis	prōdestis		
possunt	prōsunt		
Imperfect		Future Perfect	
poteram	prōderam	potuerō	prōfuerō

2. Subjunctive

Present		Perfect	
possim, etc.	prōsim, etc.	potuerim,	prōfuerim,
Imperfect		Pluperfect	
possem	prōdessem	potuissem,	prōfuissem,
possēs	prōdesseēs		
posset	prōdesset		
possēmus	prōdesseēmus		
possētis	prōdesseētis		
possent	prōdesseent		

3. Imperative

	Present		Future
prōdes	prōdeste	prōdestō prōdestō	prōdestōte prōsuntō

4. Infinitive

	Present		Future
posse, <i>to be able</i>		prōfutūrus esse, <i>to be going to benefit</i>	
prōdesse, <i>to benefit</i>			
	Perfect		
potuisse, <i>to have been able</i>			
prōfuisse, <i>to have benefited</i>			

(c) volō	velle	voluī, <i>to wish, be willing</i>
nōlō	nōlle	nōluī, <i>to be unwilling</i>
mālō	mālle	māluī, <i>to prefer</i>

1. Indicative

Present.		
volō	nōlō	mālō
vīs	nōn vīs	māvīs
vult	nōn vult	māvult
volumus	nōlumus	mālumus
vultis	nōn vultis	mavultis
volunt	nōlunt	mālunt
Imperfect.		
volēbam	nōlēbam	mālēbam
Future.		
volam	nōlam	mālam
Perfect.		
voluī	nōluī	māluī

Pluperfect.		
volueram	nōlueram	mālueram

Future Perfect.		
voluerō	nōluerō	māluerō

Present.	2. Subjunctive	
velim	nōlim	mālim
velis	nōlis	mālis
velit	nōlit	mālit
velimus	nōlimus	mālimus
velitis	nōlitis	mālitis
velint	nōlint	mālint

Imperfect.		
vellem	nōllem	māllem
vellēs	nōllēs	māllēs

Perfect.		
voluerim	nōluerim	māluerim

Pluperfect.		
voluissem	nōluissem	māluissem

Present.	3. Imperative	
nōlī		nōlīte
Future.		
nōlītō		nōlītōte
nōlītō		nōluntō

Present.	4. Infinitive	
velle	nōlle	mālle
Perfect.		
voluisse	nōluisse	māluisse

5. Participle

Present.

volēns

nōlēns

(d) Fīō, fierī, factus, *to become, be made*

1. Indicative

Present

fīō (fīmus)

fīs (fītis)

fīt (fīunt)

Imperfect

fīēbam

Future

fīam

Perfect

factus sum

Pluperfect

factus eram

Future Perfect

factus erō

2. Subjunctive

Present

fīam

Imperfect

fierem

Perfect

factus sim

Pluperfect

factus essem

3. Imperative

Present.

fī, fite

4. Infinitive

Present

fierī

Perfect

factus esse

Future

factum irī

5. Participle

Perfect

factus

Gerundive

faciendus

(e) eo, ire, ivī (ii), itus, *to go*

1. Indicative

Present	Imperfect	Future
eō	ībam	ībō
īs	ībās	ībis
it	ībat	ībit
īmus	ībāmus	ībimus
ītis	ībātis	ībitis
eunt	ībant	ībunt
Perfect	Pluperfect	Future Perfect
īvī (īi)	īveram	īverō
īvistī, etc.	īverās, etc.	īveris, etc.

2. Subjunctive

Present	Imperfect
eam, eās, cat	īrem, īrēs, īret
Perfect	Pluperfect
īverim (ierim)	īvissem (iissem, issem)
īveris, etc.	īvissēs, etc.

3. Imperative

Present	Future
ī, ite	ītō, itōte ītō, euntō

4. Infinitive

Present	Perfect	Future
īre	īvisse (isse)	ītūrus esse

5. Participle

Present	Future	Gerundive
īēns, euntis	ītūrus	eundus

6. Gerund

eundi eundō eundum eundō

(f) ferō, ferre, tuiī, lātus, *to bear, carry.*

1. Indicative

Present Active

ferō ferimus
fers fertis
fert ferunt

Present Passive

feror ferimur
ferris (-re) ferimini
fertur feruntur

Active

Passive

Imperfect:	ferēbam	ferēbar
Future:	feram	ferar
Perfect:	tuiī	lātus sum
Pluperfect:	tuleram	lātus eram
Future Perfect:	tulerō	lātus erō

2. Subjunctive

Active

Passive

Present:	feram	ferar
Imperfect:	ferrem	ferrer
Perfect:	tulerim	lātus sim
Pluperfect:	tulisse	lātūs essem

3. Imperative

Active

Passive

Present:	fer	ferte	ferre	ferimini
Future:	fertō	fertote	fertor	
	fertō	feruntō	fertōr	feruntor

4. Infinitive

Active

Passive

Present:	ferre	ferri
Perfect:	tulisse	lātus esse
Future:	lātūrus esse

5. Participies

Active

Passive

Present:	ferēns	Prefect:	lātus
Future:	lātūrus	Gerundo:	ferendus

6. Gerund and Supine

Genitive:	ferendī	Ac.:	lātum
		Ab.:	lātū



THE ROMAN FORUM. PARTLY RESTORED



VOCABULARY

LATIN-ENGLISH

This vocabulary contains all the words used in the smaller word lists, the reading lessons, and the most of those given in the optional sections of the various lessons. It is designed for reference purposes only, and for this reason the list has not been closely restricted. The English words given in small capitals are equivalents derived directly from the Latin word, although sometimes with a shift in meaning. The words bracketed are derived from the Latin word directly or indirectly from the same common source. It is important that pupils watch for these English derivatives and learn to recognize the connection with the Latin original. It will be noticed that nearly all the words used have some kinship with English words. No effort has been made to exhaust the list of English derivatives. Only a few have been given, usually one for each word. Pupils may readily find others by referring to a good dictionary.

- A., abbreviation for AULUS, a Roman praenomen.
ā, ab, abs, *from, away from, by.*
abdūcō, 3, *lead away*, ABDUCT.
abeō, -īre, -ivī (-iī), -itūrus, *go away, leave.*
abiectus, -a, -um, adj., *low, dispirited*, ABJECT.
abiēs, -etis, f., *fir.*
aboriginēs, -um, m. plur., *natives.* ABORIGINES.
absēns, -entis, adj., ABSENT.
absum, -esse, āfui, āfutūrus, *be away, be absent.*
ac, see atque.
accēdō, -ere, -cessī, -cessūrus, *draw near, go to, be added, accede;* (access, accede).
accendō, -ere, -cendī, -cēsus, *kindle, light.*
accipiō, -ere, -cēpī, -ceptus, *receive,* ACCEPT.
accūsō. 1, ACCUSE.
ācer, ācris, ācre, adj., *sharp, keen,* EAGER.
aciēs, -ei, f., *point, edge, army, battle-line.*
ācritēr, adv., *sharply, fiercely, eagerly.*
āctus, see agō.
acūtus, -a, -um, adj., *pointed, sharp,* ACUTE.
ad, prep. w. acc., *to, near, by, at, into, up to, for.*
addō, -ere, -didi, -ditus, *join,* ADD.
adeō, adv., *so far, so, so much, very, indeed.*
adferō, -ferre, attulī, adlātus, *bring.*
adfinis, -is, m., f., *relations by marriage;* (affinity).
adfirmō, 1, *state, confirm,* AFFIRM.
adgredior, -ī, -gressus, *approach, attack, address;* (aggressive).
adhūc, adv., *as yet, hitherto, still.*
adiciō, -ere, -iēci, -iectus, *add, join;* (adjective).
aditus, -ūs, m., *access, approach.*
adiungō, -ere, -iūnxī, iūnctus, *join to, add to;* (adjunct).
adiuvō, -āre, -iūvī, -iūtus, *help, aid;* (adjutant).
admīror, -ārī, -ātus, *wonder at,* ADMIRE.

- admitto, -ere, -mīsi, -missus, *let go, incur, commit*, ADMIT.
- admodum, adv., *certainly, entirely, quite*.
- admoveō, -ēre, -mōvī, mōtus, *bring to, apply, use*.
- adoptiō, -ōnis, f., ADOPTION.
- adripiō, -ere, -puī, -reptus, *snatch, seize*.
- adsideō, -ēre, -sēdī, —, *sit near, sit*.
- adsp, —, see asp-.
- adsum, -esse, adfui, adfuturus, *be present, help*.
- adulēscēns, -entis, m., f., *young man, young woman*; (adolescent).
- adulēscētulus, -ī, m., *a very young man, boy*.
- adūrō, -ere, -ūssi, -ūstus, *set on fire, burn*.
- advena, -ae, m., f., *stranger*.
- adveniō, -ire, -vēni, -ventus, *come, reach, arrive at*.
- adventus, -ūs, m., *arrival, coming*, ADVENT
- adversārius, -ī, m., *enemy*, ADVERSARY.
- adversum, adv., *face to face*.
- adversus, -a, -um, adj., *face to face, unfavorable*, ADVERSE.
- advolō, 1, *fly to, hasten*.
- aedificium, -ī, n., *building*, EDIFICE.
- aedificō, 1, *build, construct*.
- aeger, -gra, -grum, adj., *sick, ill*.
- Aenēās, -ae, m., AENEAS.
- aestās, -ātis, f., *summer*.
- Āfer, -fra, -frum, adj., AFRICAN; m., as subs., *an African*.
- aff-, see adf-.
- Āfrica, -ae, f., AFRICA.
- Āfricānus, -a, -um, adj., AFRICAN; title of Publius Cornelius Scipiō, the conqueror of Hannibal.
- ager, agrī, m., *field, country, territory*; (acre).
- agg-, see adg-.
- agō, -ere, ēgī, āctus, *lead, drive, do, perform*, ACT; of time = *live though*; grātiās agere, = *to thank*.
- agricola, -ae, m., *farmer*; (agriculture).
- āla, -ae, f., *wing*.
- Alba Longa, f., ALBA LONGA, town built by Ascanius.
- Albānī, -ōrum, m. plur., the ALBANS.
- albus, -a, -um, adj., *white*; (album).
- aliēnus, -a, um, adj., *belonging to another, foreign, unfavorable, strange*; ALIEN.
- alius, -a, -ud, pron. adj., *another, other, different*.
- Alpēs, -ium, f. plur., the ALPS.
- alter, -tera, -terum, (gen. ius), pron. adj; *one, another, the one, the other*.
- altitūdō, -inis, f., *height, depth*, ALTITUDE.
- altus, a, um, *high, deep*; (ex-alt).
- ambulō, 1, *take a walk*; (amble).
- Americānus, -a, -um, adj., AMERICAN.
- amīcitia, -ae, f., *friendship*.
- amīcus, -ī, m., *friend*; (amicable).
- āmittō, -ere, -mīsi, -missus, *lose, let go*.
- amnis, -is, m., *a river*.
- amō, 1, *love, like*; (amatory).
- amoēnus, -a, -um, adj., *delightful, pleasant*.
- ampliō, 1, *increase, enlarge*, AMPLIFY.
- amplus, -a, -um, adj., *great, noble, generous*, AMPLE.
- Amūlius, -ī, m., AMULIUS, son of Procas.
- an, conj., *or*; an nōn, *or not*; *or*; often merely introduces a question.
- Anchisēs, -ae, m., ANCHISES, father of Aeneas.
- ancilla, -ae, f., *maidservant, handmaid*.
- Ancus, -ī, m., ANCUS.
- Andrēas, -ae, m., ANDREW.
- angelicus, -a, -um, adj., *like an angel*, ANGELIC.
- Anglicus, -a, -um, adj., *English*.
- Anglus, -ī, m., an ANGLE; m. plur., the ANGLES.
- angulus, -ī, m., *corner*, ANGLE.
- animadverto, 3, *notice, punish*.
- animal, -ālis, n., ANIMAL.

- animus, -i, m., *mind, spirit, soul, courage*; (animate).
- annus, -i, m., *year*; (anniversary).
- annuus, -a, -um, adj., *yearly, ANNUAL*.
- ante, prep. w. acc., *before*; as adv., *before, previously, beforehand*.
- Antemnâtes, -um, m. plur., the ANTEMNATES.
- antenna, -ae, f., *sail, sail-yard*.
- antequam, conj., *sooner than, before, until*.
- antiquus, -a, -um, adj., *ancient, former*; (antique).
- Antonius, -i, m., ANTONY, ANTHONY.
- ânullus, -i, m., *ring*.
- aperiō, -ire, -ui, -ertus, *find, open, explain, 1*.
- App., abbreviation for APPIUS.
- apparō, 1, *seem, APPEAR*.
- appellō, 1, *call, name*; (appeal).
- Appius, -i, m., APPIUS, a Roman praenomen.
- apprehendō, -ere, -ndi, -nsus, *seize, grasp*; (apprehend).
- Aprilis, -is, adj., of APRIL; m., as subst., APRIL (mēnsis, month, understood).
- aptus, -a, -um, adj., *suitable, APT*.
- apud, prep. w. acc., *with, at, near*.
- aqua, -ae, f., *water*; (aquatic).
- aquila, -ae, f., *eagle, standard, aquilam ferre = to advance* (of an army).
- âra, -ae, f., *altar*.
- arâtor, -ōris, m., *plowman*.
- arbitr, -tri, m., *witness, umpire, ARBITER*.
- arbitror, -ârī, -âtus, *think, believe*; (arbitrate).
- arbor, -ōris, f., *tree*; (arbor).
- Ardea, -âe, f., ARDEA.
- ârdeō, -êre, -sī, -sus, *burn*; (ardent).
- arduus, -a, -um, adj., *steep, difficult, ARDUOUS*.
- argentum, -i, n., *silver, money*.
- arma, -ōrum, n. plur., *weapons, ARMS*.
- armō, 1, ARM.
- arō, 1, *plow, till*; (arable).
- arrogō, 1, *claim as one's own, appropriate*; (arrogant).
- ars, artis, f., *profession, skill, ART*.
- Arvernī, -ōrum, m., the ARVERNI.
- Ascanius, -i, m., ASCANIUS, son of Aeneas and Creusa.
- Asia, -ae, f., ASIA.
- aspectus, -ūs, m., *sight, appearance, ASPECT*.
- asper, -era, -erum, adj., *hard, rough, wild*; (asperity).
- aspiciō, -ere, -ēxi, -ectus, *see, behold*; (aspect).
- at, conj., *but*.
- Atella, -ae, f., ATELLA, town of Campania.
- Athēnae, -ârūm, f., ATHENS.
- âthlêta, -ae, m., ATHLETE.
- atque, or ac (only before consonants), conj., *and, and—too*.
- âtrâmentum, -i, n., *ink*.
- attendō, -ere, -dī, -tentus, *give heed, pay attention, ATTEND*.
- attentē, adv., *carefully, attentively*.
- Atticus, -i, m., ATTICUS.
- attingo, -ere, -tigī, -tactus, *reach, ATTAIN*.
- attonō, -âre, -ui, -itus, *stun, terrify, astound*.
- auctor, -ōris, m., *sponsor, AUTHOR*.
- auctōritâs, -âtis, f., *power, influence, AUTHORITY*.
- audâcia, -ae, f., *boldness, AUDACITY*.
- audâcter, adv., *boldly, AUDACIOUSLY*.
- audâx, -âcis, adj., *bold, rash, AUDACIOUS*.
- audeō, -êre, ausus, semi-dep., *venture, dare*.
- audiō, 4, *hear, hear of, listen to*; (audible).
- augeō, -êre, auxi, auctus, *increase, enlarge, strengthen*; (auction).
- Augustus, -i, m., AUGUSTUS; title of emperor.
- Aulus, -i, m., AULUS, a Roman praenomen.
- aura, -ae, *air, breeze, heaven*.
- aureus, -a, -um, adj., *golden*.
- aurum, -i, n., *gold, money*.

Aurunculēius, -ī, m., AURUNCULEIUS
COTTA.
auster, -trī, m., *the south wind*;
(Austria, Australia).
aut, conj., *or*; aut—aut, *either—
or*.
autem, conj., *furthermore, now,
however*.
autumnus, -ī, m., AUTUMN.
auxilium, -ī, n., *help, aid*; (auxili-
ary).
avē, imperv. of aveō, 2., *hail*
(in salutation).
Aventinus, -ā, -um, adj., AVEN-
TINE.
āvertō, -ere, -tī, -sus, *turn, away*,
AVERT.
avis, -is, f., *bird*; (aviator).
avunculus, -ī, m., *a maternal*
UNCLE.
avus, -ī, m., *grandfather*.
axis, -is, m., *the pole, axle*, AXIS.

B

baculum, -ī, m., *stick, walking-
stick*.
barba, -ae, f., *beard*; (barber).
barbarus, -a, -um, adj., *strange,
uncivilized*, BARBAROUS.
barbarus, -ī, m., *savage*, BARBA-
RIAN.
Belgae, -ārum, m., BELGAE, BEL-
GIANS.
bellicōsus, -a, -um, *warlike*, BELLI-
COSE.
bellum, -ī, n., *war*; (belli-gerent).
bene, adv., *well, fully, successfully*.
beneficium, -ī, n., *kindness, favor*,
BENEFIT.
bestia, -ae, f., *animal*, BEAST;
(bestial).
Biblia, -ae, f., *the BIBLE*.
Bibulus, -ī, m., BIBULUS.
binī, -ae, -a, num. distr. *two each*.
bis, *twice*.
Bithŷnia, -ae, f., BITHYNIA.
bonus, -a, -um, adj., *good*; bona
(n. plur.) = *goods, property*;
(bonus).
bōs, bovis, m., (gen. plur. boum
or bovum) *an ox*; (bovine).

bracchium, -ī, n., *forearm, arm*.
brevis, -e, adj., *short, BRIEF*; (abbrevi-
ate).
breviser, adv., *in brief, shortly*,
BRIEFLY.
Britannia, -āe, f., BRITAIN.
Britannicus, -a, -um, adj., *of Brit-
ain, British*.
Britannus, -a, -um, adj., *of Brit-
ain*; m., plur. as subst., *the*
inhabitants of Britain, the BRIT-
AINS.
Brooklynēnsis, adj., *of BROOKLYN*.
Brūtus, -ī, m., BRUTUS.
Bunyanus, -ī, m., BUNYAN.

C

C., abbreviation for Cāius (pro-
nounced Gaius).
cadō, cadere, cecidī, cāsus, *fall*.
caedēs, -is, f., *slaughter, massacre,
murder*.
caedō, -ere, cecidī, caesus, *slay*,
kill; (suicide).
Caelius, -a, -um, adj., CAELIAN.
caelum, -ī, n., *sky, heavens*;
(celestial).
Caeninēnses, -ium, m. plur., *the*
Caeninenses.
caeruleus, -a, -um, adj., *blue*
(cerulean).
Caesar, -aris, m., CAESAR.
caesus, see caedō.
Cāius, -ī, CAIUS (pron. Gaius).
calceus, -ī, m., *shoe, boot*.
calidus, -a, -um, adj., *warm, hot*,
crafty.
calor, -ōris, m., *warmth, heat*;
(caloric).
Campania, -ae, f., CAMPANIA.
campus, -ī, m., *plain, field*;
(campus).
candēla, -ae, f., CANDLE.
candē, -ēre, -uī, *shine, glitter*,
glow.
candidus, -a, -um, adj., *white*,
shining white; (candid).
canis, -is, m., *dog*; (canine).
cantō, 1, *ring*, CHANT; (cantata).
cantus, -ūs, m., *song, singing*.
capillus, -ī, m., *hair*; (capillary).

- capiō, -ere, cēpi, captus, *take, seize, reach, arrive at*, CAPTURE.
 Capitoliū, -i, n., the **CAPITOL**, the Capitoline hill; temple of Jupiter (Capitol).
 capra, -ae, f., *she-goat*.
 captiva, -ae, f., *female CAPTIVE, woman prisoner*.
 captivus, -i, m., *prisoner*, CAPTIVE.
 caput, -itis, n., *head*, CHAPTER, *capital, person, life*; (capital).
 carbō, -ōnis, m., *coal, charcoal*; (carbon).
 carcer, -eris, n., *prison, dungeon*; (incarcerate).
 carmen, -inis, n., *song, poem*, CHARM.
 carrus, -i, m., *wagon (for freight)*, CART; (car).
 carta, -ae, f., *paper*; (chart).
 Carthagō, -inis, f., **CARTHAGE**.
 cārus, -a, -um, adj., *dear, precious, valued*.
 Casca, -ae, m., **CASCA**.
 cāseus, -i, m., *cheese*.
 Cassius, -i, m., **CASSIUS**.
 castellum, -i, n., *fort, stronghold*, CASTLE.
 castra, -ōrum, n., plur., *military camp, camp*.
 cāsus, -ūs, m., *fall, misfortune, chance*.
 Catilīna, -ae, m., **CATILINE**, Lucius Sergius Catilina, a Roman noble.
 Catō, -ōnis, m., **CATO**.
 cauda, -ae, f., *tail*; (caudal).
 causa, -ae, f., *reason, case*, CAUSE.
 causā, prep. (post-positive) w. gen., *for the sake of*.
 celer, -eris, -ere, adj., *swift, fast*.
 celeritās, -ātis, f., *swiftness, speed, quickness*, CELERITY.
 celeriter, adv., *quickly, speedily*.
 cēna, -ae, f., *dinner*.
 cēnō, 1, *dine, sup.*
 cēnsēō, -ēre, cēnsuī, cēnsus, *think, conclude, decree, propose*.
 cēnsus, -ūs, m., *counting, enrollment*, CENSUS.
 centēsima, -ae, f., *a cent*.
 centum, num. car., *one hundred*; (cent).
 certē, adv., *really, surely, certainly*.
 certus, -a, -um, adj., *fixed, settled*, CERTAIN; certum facere = *to inform*.
 cessātiō, -ōnis, f., *pause, stop*, CESSATION.
 ceterus, -a, -um, adj., *other, remaining*; ceteri, -ōrum, m. plur., *the others, all the rest*.
 Christiānus, -i, m., **CHRISTIAN**.
 cibus, -i, m., *food*.
 Cicerō, -ōnis, m., **CICERO**.
 cingō, -ere, -xi, cinctus, *find, surround*.
 Cinna, -ae, m., **CINNA**.
 circā, adv., prep. w. acc; *around, near, about*.
 circiter, adv., *about*.
 circuitus, -ūs, m., *detour*, CIRCUIT.
 circum, adv., *around, prep., about, near*.
 circumarō, 1, *plow around*.
 circumspiciō, 3, *look around*.
 circumstō, -āre, -stetī, —, *stand, around, surround*.
 circus, -i, m., *race course*, CIRCUS.
 cis, citra, prep. w. acc., *on this side of*.
 cista, -ae, f., *basket, box*; (chest).
 cistula, -ae, f., *little basket, box*.
 citō, adv., *quickly*.
 civilis, -e, adj., **CIVIL**.
 civis, -is, m., *citizen*.
 civitās, -ātis, f., *community, state*.
 clāmō, 1, *cry out, exclaim*.
 clārus, -a, -um, adj., *bright, famous*, CLEAR.
 classis, -is, f., *fleet*; (class).
 claudō, -ere, -si, -sus, *shut, hide, close*.
 cloāca, -ae, f., *sewer, drain*.
 Clusīna, -ae, f., **CLUSINA**.
 Cn., abbreviation for **CNAEUS** (pronounced Gnaeus).
 Cnaeus, -i, m., **CNAEUS**, a Roman praenomen.
 Coclēs, -itis, adj., *one-eyed*; m. esp. the surname of Horatius.
 coelum, see caelum.

- coepī, coepisse, defective v., *begin*.
 coetus, -ūs, m., *assemblage, company*.
 cōgitō, 1, *meditate, plan, think*;
 (cogitate).
 cōgnitus, see cōgnōscō.
 cōgnōmen, -inis, n., *surname, family-name*, COGNOMEN
 cōgnōscō, -ere, -gnōvī, -gnitus,
learn, know; (re-cognize).
 cōgō, -ere, cōgēi, cōactus, *collect, compel*.
 cohibeō, -ēre, -uī, -itus, *hinder, hold, keep back*.
 cohortor, -ārī, -ātus, *encourage, exhort*.
 Collatinus, -ī, m., COLLATINUS.
 colligō (conligō), -ere, -lēgī, -lēctus,
gather, COLLECT.
 collis, -is, m., *hill*.
 collocō (conlocō), -āre, -āvi, -ātus,
set, put, place.
 colloquor (conloquor), -i, -locūtus,
confer, speak with.
 colloquium, -ī, n., *conference, conversation*, COLLOQUY.
 collum, -ī, n., *neck*.
 colō, -ere, -uī, cultus, *cultivate, cherish*; (culture).
 color, -ōris, m., COLOR.
 colōrō, -āre, -āvi, -ātus, *dye*,
 COLOR.
 columba, -ae, f., *dove, pigeon*.
 Columbus, -ī, m., COLUMBUS.
 combūrō, -ere, -ūssi, -ūstus, *burn up*; (combustion).
 comes, -itis, m., *companion*.
 comitor, -ārī, -ātus, *attend, accompany*.
 commendō, 1, *entrust, recommend*,
 COMMEND.
 commercium, -ī, n., *trade*; (commerce).
 committō, -ere, -misi, -missus,
join, perpetrate, COMMIT.
 commoveō, -ēre, -mōvī, -mōtus,
move, produce, provoke; (commotion).
 communis, -e, adj., *general, public, natural*, COMMON.
 commūtō, 1, *change, alter*; (commute).
 comparātiō, ōnis, f., COMPARISON.
 compareō, -ēre, -uī, —, *appear, be at hand*.
 comparō, -āre, -āvi, -ātus, *prepare, purchase*, COMPARE.
 compellō, -ere, -pulī, -pulsus,
force, COMPEL.
 complector, -ī, plexus, *clasp, embrace*.
 compleō, -ēre, -ēvi, -ētus, *fill up, pass*, COMPLETE.
 complexus, -ūs, m., *embrace*; (complex).
 comportō, 1, *collect, gather, carry together*; (comport).
 comprehendō, -ere, -dī, -hēnsus,
capture, seize, detect; (comprehend).
 conātus, see conor.
 concitō, 1, *rouse, excite*.
 concordia, -ae, f., *harmony, agreement*, CONCORD.
 condiciō, -ōnis, f., *lot, terms*, CONDITION.
 condō, -ere, -didī, -ditus, *build, found, settle*.
 condōnō, 1, *give up, pardon*, CONDONE.
 cōnferō, -ferre, -tulī, -lātus (collātus), *collect, give, ascribe*, CONFER.
 cōnficiō, -ere, -fēcī, -fectus, *finish, settle*.
 cōnfidō, -ere, fisis sum, semi-dep.,
trust, CONFIDE.
 confirmō, -āre, -āvi, -ātus,
strengthen, declare, encourage, CONFIRM.
 cōnfluō, -ere, fluxī, —, *flock together, gather, throng*; (confluent).
 cōnfodiō, -ere, -fōdī, -fossus, *pierce, stab*.
 cōnfūsus, -a, -um, adj., *disordered*, CONFUSED.
 coniūrātī, -ōrum, m. plur., *conspirators*.
 coniurō, 1, *conspire, plot*; (conjure).
 conlocō, see collocō.
 conloquor, see colloquor.
 cōnor, -ārī, -ātus, *attempt, try*.

- cōnsecrō, *i*, *deify*, CONSECRATE.
 conservō, *1*, *save, preserve*; (conserve).
 cōnsidō, -ere, -sēdī, *sessus, sit down, encamp, settle*.
 cōnsilium, -ī, *n.*, *plan, advice, wisdom*, COUNSEL.
 cōnsistō, -ere, -stitī, -stitus, *stand*, (consist).
 cōnspectus, -ūs, *m.*, *sight, view*; (conspectus).
 cōnspiciō, -ere, -spēxī, -spectus, *notice, see*; (conspicuous).
 Cōnstantinopolitānus, -ī, *m.*, *citizen of Constantinople*.
 cōnstituō, -ere, -uī, -ūtus, *array, form, draw up, place*.
 cōnsuētudō, -inis, *f.*, *custom, habit, practice*.
 cōnsul, -ulis, *m.*, CONSUL.
 cōsulō, -ere, -uī, -tus, *plan for, look out for, reflect*, CONSULT.
 contendō, -ere, -dī, -tus, *hasten, fight*, CONTEND.
 contentiō, -ōnis, *f.*, *strife, quarrel*, CONTENTION.
 contentus, -a, -um, *adj.*, *satisfied*, CONTENT.
 contineō, -ēre, -uī, -tentus, *hold, surround, hem in; sē continēre, to remain*.
 contrā, *prep. w. acc.*, *against, opposite*; (contrary).
 contrahō, -ere, -trāxī, -tractus, *draw together, collect, assemble*, CONTRACT.
 conveniō, -īre, -vēnī, -ventus, *come, meet, assemble*, CONVENE.
 convertō, -ere, -tī, -sus, *turn, alter*, CONVERT.
 convocō, *1*, *call together*, CONVOKE.
 cōpia, -ae, *f.*, *abundance, plenty, supply*; plur. = *troops, forces*; (copious).
 cor, *cordis*, *n.*, *heart, soul, mind*; (cordial).
 cōram, *adv.*, *openly, face to face*; *prep.*, *before, in the presence of*.
 Corinthus, -ī, *m.*, CORINTH.
 Coriolānus, -ī, *m.*, CORIOLANUS.
 Cornēlius, -ī, *m.*, CORNELIUS.
 cornū, -ūs, *n.*, *horn*; (cornucopia).
 corōna, -ae, *f.*, CROWN.
 corōnō, *1*, *crown, surround*; (coronation).
 corpus, -oris, *n.*, *body, person*; (corpse).
 cotīdiē, *adv.*, *daily, every day*.
 cotīdiānus, -a, -um, *adj.*, *daily*.
 crās, *adv.*, *tomorrow*; crās māne = *tomorrow morning*.
 Crassus, -ī, *m.*, CRASSUS.
 crēber, -bra, -brum, *adj.*, *thick, frequent*.
 crēdō, -ere, crēdidī, creditus, *believe*, CREDIT; (credible).
 creō, *1*, *choose, make*, CREATE.
 crīmen, -inis, *n.*, CRIME, offence.
 culex, -icis, *m.*, *gnat, mosquito*.
 culīna, -ae, *f.*, *kitchen*; (culinary).
 culpa, -ae, *f.*, *blame, fault*; (culpable).
 culpō, *1*, *blame*; (inculcate).
 culter, -trī, *m.*, *knife, razor*; (cutlery).
 cum, *prep. w. abl.*, *with, together with, accompanied by*.
 cum, *conj.*, *when, although, since, because*; cum tum = *not only—but also, while—so also*; cum primum = *as soon as*.
 cūctus, -a, -um, *adj.*, *all, entire*.
 cupiditās, -ātis, *f.*, *desire, greed*, CUPIDITY.
 cupiō, -ere, -ivī, -ītus, *desire, wish*.
 cūr, *adv.*, *interrog.*, *why*; *relat.*, *wherefore*.
 cūra, -ae, *f.*, *care, trouble, pains*.
 cūriōsus, -a, -um, *adj.*, *inquisitive, attentive*, CURIOSUS.
 cūrō, *1*, *care for, regard*; (cure).
 currō, -ere, curre, curre, curre, *run*; (current).
 currus, -ūs, *m.*, *chariot, wagon*.
 cursus, -ūs, *m.*, *way, journey, speed*, COURSE.
 custōdia, -ae, *f.*, *care, guard, restraint*, CUSTODY.
 custōdiō, *4*, *guard, watch, protect*.
 custōs, -ōdis, *m.*, *guard, overseer*; (custodian).

D

D., abbreviation for DECIMUS, a Roman praenomen.

dē, prep. w. abl., *of, from, about, concerning.*

dea, -ae, f., *goddess* (dat., abl. plur. = deabus).

dēbēo, -ēre, -uī, -itus, *owe, be bound to, must, ought;* (debit).

dēcēdō, -ere, -cessī, -cessus, *depart, withdraw, die;* (decease).

decem, car. num., *ten;* (December).

dēcernō, -ere, -crēvī, -crētus, *decide, DECREE, resolve.*

decimus, ord. num., *tenth;* (decimal).

Decimus, -ī, m., DECIMUS.

decōrus, -a, -um, adj., *beautiful, handsome;* (decorous).

dēfendō, -ere, -dī, -fēnsus, *ward off, protect, guard, DEFEND.*

dēferō, -ferre, -tulī, -lātus, *report, carry;* (defer).

dēfessus, -a, -um, adj., *tired, exhausted.*

dēfīniō, 4, *bound, limit, DEFINE.*

deinde or dein, adv., *then, next.*

dēlectō, 1, *please, charm, DELIGHT;* (delectable).

dēlēō, -ēre, -ēvī, -ētus, *destroy, blot out;* (delete).

Delphī, -ōrum, m. plur., DELPHI.

dēmigrō, 1, *depart, go away.*

dēmōnstrō, 1, *point out, show;* (demonstrate).

dēnique, adv., *finally, lastly.*

dēns, dentis, m., *a tooth;* (dental).

dēnsus, -a, -um, adj., *crowded, DENSE.*

deōrsum, adv., *down, below.*

dēpingō, -ere, -pinxī, -pictus, *paint, draw, DEPICT.*

dēprehendō, -ere, -dī, -sus, *seize, arrest.*

dēscendō, -ere, -dī, -sus, *come down, DESCEND.*

dēscribō, -ere, -scripsī, -scriptus, *draw, DESCRIBE.*

dēsīderō, 1, *wish for, need, want, DESIRE.*

dēsīliō, -ire, -luī, -sultus, *leap down, dismount.*

dēsīnō, -ere, dēsīi, -situs, *cease, stop.*

dēsīstō, -ere, -stīti, -stitus, *leave off, cease, DESIST.*

dēspērō, 1, DESPAIR.

desum, -esse, -fui, -futūrum, *be away, fail.*

dēsuper, adv., *from above, above.*

dētergeō, -ere, -sī, -sus, *cleanse, dust off.*

deturbō, 1, *drive out, expel.*

dēveniō, -ire, -vēnī, -ventus, *come, arrive.*

deus, -ī, m., *god;* (deity).

dextrā, adv., *on the right of.*

dextra, -ae, f., *right hand.*

dexter, -tra, -trum, adj., *right;* (dextrous).

diabolus, -ī, m., *devil;* (diabolic).

diciō, -ōnis, f., *control, authority, rule.*

dicō, -ere, dixī, dictus, *say, speak, call;* (diction).

dictō, 1, *suggest, remind, DICTATE.*

diēs, -ēī, m. (f. sometimes in sing.), *day, time.*

differentia, -ae, f., *adversity, DIFFERENCE.*

differō, -ferre, distulī, dilatus, *postpone, DIFFER.*

difficile, adv., *with difficulty;* comp. difficilīus.

difficilis, -e, adj., *hard, troublesome, DIFFICULT.*

diffidō, -ere, -fīsus sum, *distrust, DIFFIDENT.*

dīgnitās, -ātis, f., *worth, majesty, DIGNITY.*

diligenter, adv., DILIGENTLY.

diligentia, -ae, f., *industry, attention, DILIGENCE.*

diligō, -ere, -lēxī, -lēctus, *esteem, love.*

dimico, 1, *fight, contend.*

dīmittō, -ere, -mīsī, -mīssus, *send away, DISMISS.*

Dionysius, -ī, m., DIONYSIUS, Bacchus.

discēdō, -ere, -cessī, -cessus, *depart, disperse.*

discipulus, -ī, m., *pupil, scholar*,
DISCIPLE.

discō, -ere, didicī, —, *learn, study*.
discordia, -ae, f., *disagreement*,
strife, DISCORD.

dispōnō, -ere, -posuī, -positus,
arrange, DISPOSE.

disputō, 1, *treat, discuss*, DISPUTE.

dissimilis, -e, adj., *unlike*, DIS-
SIMILAR.

distribuō, 3, *divide*, DISTRIBUTE.

diū, adv., *a long time, long*; comp.
diūtius; sup. diūtissimē.

dividō, -ere, -visī, -visus, *share*,
DIVIDE.

dīvus, -a, -um, adj., DIVINE; m.
as subst., *a god*.

dō, dare, dedi, datus, *give, grant*;
in fugam dare, = *to put to flight*;
(data).

doceō, -ēre, -uī, -ctus, *teach, in-*
form; (docile, doctor).

doleō, -ēre, -uī, -itūrus, *grieve, feel*
pain, be sorry; (con-dole).

dolor, -ōris, m., *pain, grief, trouble*,
DOLOR.

dolus, -ī, m., *device, fraud, trick*.

domī, loc., *at home*.

domina, -ae, f., *mistress*.

dominus, -ī, m., *master, lord; the*
Lord; (dominate).

domō, -āre, -uī, -itus, *conquer*,
subdue.

domus, -ūs, f., *home, house*.

dōnec, conj., *till, until, as long as*.

dōnō, 1, *give, present*, DONATE.

dōnum, -ī, n., *gift, present*.

dormiō, 4, *sleep*; (dormitory).

dubius, -a, -um, adj., *uncertain*,
DUBIOUS.

ducentī, -ae, -a, *two hundred*.

dūcō, -ere, -dūxī, -ductus, *lead*,
bring, consider; (induce, reduce).

dulcis, -e, adj., *sweet*.

dum, conj., *while, until, provided*,
if only.

dummodo, conj., *if only, provided*.

Dumnorix, -īgis, m., DUMNORIX.

duo, duae, -duo, card. num., *two*.

duodecimus, -a, -um., ord. num.
twelfth; (duodecimal).

duo dēvigintī, card. num., *eighteen*.
duplicō, 1, *double, increase*, DUPLI-
CATE.

dūrus, -a, -um, adj., *hard, stern*;
(durable).

dux, ducis, m., *leader, commander*,
general; (duke).

E

ē (before consonants only), ex,
prep. w. abl., *from, out of*.

Eborācum, -ī, n., *York*.

ecclesia, -ae, f., *church*; (ecclesi-
astic).

ēdō, -ere, -didī, -ditus, *bear, bring*
forth.

ēdūcō, -ere, -dūxī, -ductus, *lead*
forth, take out, bring out.

efficiō, -ere, -fēcī, -fectus, *cause*,
make, accomplish; (effect).

effugiō, -ere, fūgī, —, *flee away*,
escape.

ego, meī. etc., per. pron., *I*;
(egotism).

ēgregius, -a, -um, adj., *surpassing*,
wonderful; (egregious).

ēheu, interj., *ah! alas!* (in pain or
grief).

ēlābor, -ī, -ēlapsus, *slip away*,
vanish; (elapse).

ēlegāns, -antis, adj., *choice, neat*,
ELEGANT.

elephantus, -ī, m., ELEPHANT.

ēloquentia, -ae, f., ELOQUENCE.

ēmigrō, 1, *move, EMIGRATE*.

ēminus, adv., *at a distance, far off*.

emō, -ere, ēmi, ēemptus, *buy*,
purchase.

enim, conj., *for, in fact*.

Ennius, -ī, m., ENNIUS.

eō, adv., *there, thither, on that*
account.

eō. ire, ivī, itūrus, *go*.

eōdem, adv., *to the same place*.

epistula, -ae, f., *letter*, EPISTLE.

eques, -itis, m., *horseman, knight*.

equester, -tris, -tre, adj., *cavalry*,
EQUESTRIAN.

equidem, adv., *truly, indeed*.

equitātus, -ūs, m., *cavalry*.

equus, -ī, m., *horse*; (equine).

ergā, prep. w. acc., *for, towards*.
 ergō, adv., *therefore, so, accordingly*.
 eripiō, -ere, -uī, ereptus, *snatch away, take from*.
 errō, 1, *wander, roam, be mistaken*, ERR.
 Esquilinus, -a, -um, adj., ESQUILINE.
 et, conj., *and*; et—et, *both—and*; et—que, *both—and*.
 etiam, adv., *now too, also, even, even so*; etiam atque etiam, *again and again*.
 etiamsi, conj., *even if*.
 Etruscī, -ōrum, m. plur., the ETRUSCANS.
 etsi, conj., *even if, and yet, though*.
 Eurōpa, -ae, f., EUROPE.
 ēvādō, -ere, -sī, -sus, *get away, escape*, EVADE.
 ēvertō, -ere, -tī, -sus, *overthrow, ruin*; (evert).
 ēvocō, 1, *call forth, summon*, EVOKE.
 ēvolō, 1, *rush forth, fly forth*.
 ex, see ē.
 excēdō, -ere, -cessī, -cessus, *depart, go forth*, EXCEED.
 excellēns, -entis, adj., *superior*, EXCELLENT.
 excellō, -ere, —, -celsus, *be superior*, EXCEL.
 excitō, 1, *rouse, incite, stimulate*, EXCITE.
 exclāmō, 1, *cry out*, EXCLAIM.
 excludō, -ere, -sī, -sus, *shut out*, EXCLUDE.
 excussus, -a, -um, adj., (part of excutiō), *shaken out*.
 exeō, -ire, -ivī (ii), -itus, *go forth, depart, leave*; (exit).
 exercitus, -ūs, m., *army*.
 exiguus, -a, -um, adj., *small, little, short*.
 existimō, 1, *think, believe, consider*.
 exitium, -i, n., *destruction, ruin*.
 exōrdium, -ī, m., *beginning, preface*, EXORDIUM.
 expediō, 4, *set free, loosen*; (expedite).

expellō, -ere, -pulī, -pulsus, *drive out*, EXPEL.
 expōnō, -ere, -posuī, -positus, *set forth, explain, draw up*, EXPOSE.
 expōscō, -ere, -popōscī, —, *beg, request, demand*.
 exprimō, -ere, -pressī, -pressus, *press out, extract, portray*, EXPRESS.
 expūgnō, 1, *capture*.
 expectō, 1, *wait for, wait*, EXPECT.
 extingūō, -ere, -nxi, -nctus, *put out, kill, destroy, die*, EXTINGUISH; (extinct).
 exterus, -tera, -terum, adj., *on the outside, outward, foreign*.
 exterior, -ius, adj., *outer*, EXTERIOR
 extrā, adv., *without*; prep. with acc., *beyond*; (extra).
 extrāhō, -ere, -āxi, -āctus, *draw out, pull out*, EXTRACT.
 extrēmus (extimus), -a, -um, adj., *last, outermost, farthest*, EXTREME.

F

Fabius, -ī, m., FABIUS.
 Fabricius, -ī, m., FABRICIUS.
 fābula, -ae, f., *story, FABLE*.
 faciēs, -eī, *appearance, figure*, FACE.
 facile, adv., *easily*.
 facilis, -e, adj., *easy*; (facile).
 faciō, -ere, -fēcī, factus, *make, do, cause*; certum facere = *to inform*; (fact).
 facultās, -ātis, f., *chance, opportunity*; (faculty).
 faenum (fenum), -ī, n., *hay*.
 fāgus, -ī, f., *beech-tree*.
 falsus, -a, -um, adj., *deceptive, unfounded*, FALSE.
 fāma, -ae, f., *report, rumor*, FAME.
 famēs, -is, f., *hunger*.
 familia, -ae, f., *household*, FAMILY.
 faveō, -ēre, fāvī, fautūrus, *be favorable*, FAVOR.
 fēlicitās, -ātis, f., *happiness, luck*, FELICITY.
 fēlix, -īcis, adj., *favorable, happy, fortunate*.
 fēmina, -ae, f., *woman*; (feminine).

fenestra, -ae, f., *window*.
 fera, -ae, f., *wild animal, beast*.
 ferē, adv., *almost, about*.
 fēriae, -ārum, f., *holidays*.
 ferō, ferre, tulī, lātus, *bear, carry, suffer; in pass., be reported, be said*.
 ferrum, -ī, n., *iron, sword*.
 fervēns, -entis, adj., *hot, glowing; (fervent)*.
 fēstinō, 1, *hasten, hurry*.
 fidēlis, -e, adj., *faithful, true*.
 fidēlitās, -ātis, f., *faithfulness, loyalty*, FIDELITY.
 Fidenātes, -um, m. plur., FIDENATES.
 fidēs, -eī, f., *trust, faith, loyalty*.
 fidō, -ere, fīsus sum, semi-dep., *trust*.
 filia, -ae, f., *daughter* (dat., abl. plur., filiābus).
 filius, -ī, m., *son; (filial)*.
 finīō, -ire, -ivī, -ītus, *end, limit, bound; (de-fine)*.
 fīnis, -is, m., *end, territory; (finite)*.
 finitimus, -a, -um, adj., *near by, neighboring; m. as subst. = neighbor*.
 fiō, fierī, factus, (used as passive of facio), *be done, be made, become*.
 firmus, -a, -um, adj., *strong*, FIRM.
 Flaccus, -ī, m., FLACCUS.
 flamma, -ae, f., FLAME.
 fleō, -ēre, flēvi, flētus, *weep, shed tears*.
 flētus, -ūs, m., *weeping, wailing*.
 flumen, -inis, n., *river*.
 fluvius, -ī, m., *river*.
 fodiō, -ere, fōdī, fossus, *stab, dig, pierce*.
 foederātus, -a, -um, adj., *united, leagued; allied; (federate)*.
 foedus, -eris, n., *alliance, compact*.
 fōns, fontis, m., *spring*, FOUNTAIN.
 fōrma, -ae, f., *figure, shape, beauty*, FORM.
 fōrmōsus, -ā, -um, adj., *beautiful*.
 fortasse, adv., *perhaps*.
 forte, adv., *by chance, by accident*.
 fortis, -e, adj., *strong, brave*.
 fortūna, -ae, f., *chance, fate*, FORTUNE; (fortunate).

forum, -ī, n., *market place, public square*, FORUM, esp. the Roman Forum.

fossa, -ae, f., *ditch, trench*, FOSSE.
 fractus, -a, -um, (part. frangō), *broken, crushed; (fracture)*.
 frāter, -tris, m., *brother; (fraternal)*
 frīgidus, -a, -um, adj., *cold, chilly*, FRIGID.

frūctus, -ūs, m., *fruit, product, profit; (fructify)*.

frūmentum, -ī, n., *grain, corn*.
 fruor, -ī, frūctus, dep., *enjoy, delight in; (fruit)*.

fuga, -ae, f., *flight, retreat*.

fugiō, -ere, fūgī, —, *flee, run away, escape; (fugitive)*.

fugō, 1, *put to flight, rout*.

fulmen, -inis, n., *stroke of lightning, thunderbolt*.

fundāmentum, -ī, n., *basis, foundation; (fundamental)*.

fūctiō, -ōnis, f., *task, performance; (function)*.

fungor, -ī, fūctus, dep., *do, perform*.

fūnus, -eris, n., *death; (funeral)*.

furiō, -ere, —, —, *rave, rage; (furious)*.

G

Gabiī, -ōrum, m. plur., GABII, a city.

Galba, -ae, m., GALBA.

Gallia, -ae, f., *Gaul*.

Gallicus, -a, -um, adj., *of Gaul, French; GALLIC*.

gallina, -ae, f., *hen*.

Gallus, -ī, m., *a Gaul*.

gaudeō, -ēre, gāvīsus, semi-dep., *rejoice, be glad*.

gaudium, -ī, n., *joy*.

geminus, -a, -um, adj., *twin born, twin; pl., twins*.

gemma, -ae, f., *jewel*, GEM.

gener, -erī, m., *son-in-law*.

generō, 1, *create, produce; (generate)*.

genitus, see gignō.

gēns, gentis, f., *race, clan, nation*.

genus, -eris, m., *race, family, kind*.
sort; (genus).

Germānia, -ae, f., GERMANY.

Germānus, -a, -um, adj., GERMAN;
m. plur. as subst., *the Germans*.

gerō, -ere, gessī, gestus, *carry on*,
carry out.

gignō, -ere, genuī, genitus, *bear*,
bring forth.

gladius, -ī, m., *sword*.

globus, -ī, m., *ball, sphere*, GLOBE.

glōria, -ae, f., *fame*, GLORY.

glōrior, -āri, -ātus, dep., *boast*,
brag, GLORY.

gracilis, -e, adj., *slender, graceful*.

gradus, -ūs, m., *step, rank, stand-*
ing, GRADE.

Graecē, adv., in GREEK.

Graeci, -ōrum, m. plur., *the*
GREEKS.

Graecia, -ae, f., GREECE.

graphium, -ī, n., *writing-style*,
stylus.

grātia, -ae, f., *charm, thanks, influ-*
ence.

grātus, -a, -um, adj., *pleasing*,
pleasant, grateful.

gravis, -e, adj., *heavy, serious*,
severe, GRAVE.

Gregōrius, -ī, m., GREGORY (Pope
Gregory).

gubernātor, -ōris, m., *pilot, ruler*,
GOVERNOR; (gubernatorial).

gubernō, 1. *steer, guide, govern*.

H

habēō, -ēre, habuī, habitus, *hold*,
possess, consider, HAVE; in pass.
= *be regarded, seem*; annōs
habēre = *to be old*; in animō
habēre = *to intend*.

habitō, 1, *dwell, live, stay*;
(inhabit).

Hamilcar, -aris, m., HAMILCAR.

Hannibal, -ālis, m., HANNIBAL.

haud, adv., *not at all, not*.

Helvētīi, -ōrum, m. plur., *the*
HELVETII.

hērēs, -ēdis, m., f., HEIR, *suc-*
cessor.

herī, adv., *yesterday*.

hesternus, -a, -um, adj., *of yester-*
day, yesterday's.

heu, interg., *alas*, (of grief).

hīc, adv., *in this place, here*; hīc—
illis, *here—there*.

hīc, haec, hōc, demonst. pron.
this; plur., these, the latter.

hiems, -emis, f., *winter*.

hinc, adv., *from this place, hence*.

Hirtius, -ī, m., HIRTIUS.

Hispania, -ae, f., SPAIN.

historia, -ae, f., HISTORY.

hodiē, adv., *today*; hodiē māne,
this morning.

homō, -inis, m., f., *man*.

honestās, -ātis, f., honor, HONESTY.

honestus, -a, -um, adj., *respect-*
able, honorable; (honest).

honor, -ōris, m., *esteem, glory*,
HONOR.

honōrō, 1, *esteem*, HONOR.

hōra, -ae, f., HOUR.

Horātius, -ī, m., HORATIUS.

horreum, -ī, m., *storehouse, barn*,
granary.

hortor, -āri, -ātus, dep., *urge, en-*
courage, exhort.

hortus, -ī, m., *garden, forest*; (hor-
ticulture).

Hostilius, -ī, m., HOSTILIUS.

hostis, -is, m., *enemy, public*
enemy; (hostile).

hūc, adv., *hither, here*.

hūmānus, -a, -um, adj., HUMAN.

hūmidus, -a, -um, adj., *moist*,
damp, HUMID.

humilis, -e, adj., *low, obscure*,
HUMBLE; with locō, *of humble*
family.

I

iaciō, -ere, iēcī, iactus, *hurl*,
throw, cast.

iam, adv., *now, already*; iam nōn,
no longer; iam diū, *long ago*.

Ianiculus, -a, -um, adj., JANICULUS

ibi, adv., *there*.

icō, -ere, icī, ictus, *strike, smite*.

īdem, eadem, idem, demons.,
same, also.

idōneus, -a, -um, adj., *fit, suitable*,
favorable.

- igitur, conj., *therefore*.
 ignāvus, -a, -um, adj., *inactive, lazy, cowardly*.
 īgnis, -is, m., *fire*; (ignite).
 ignōrō, 1, *not to know, be ignorant of*; (ignore)
 ignōscō, -ere, -nōvi, -nōtus, *pardon overlook*.
 īlicō, adv., *on the spot, immediately*.
 ille, illa, illud, demonst. pron., *that*; plur., *those, the former*.
 illustris, -e, adj., *bright, distinguished*, ILLUSTRIOUS.
 imāgō, -inis, f., *imitation, picture, statue*, IMAGE.
 imbēcillus, -a, -um, adj., *feeble, weak*; (imbecile).
 imber, -bris, m., *rain*.
 imitor, -ārī, -ātus, dep., *copy*, IMITATE.
 immānis, -e, adj., *fierce, savage*.
 immeritō, adv., *unworthily*.
 imminēō, -ēre, —, —, *threaten, impend*.
 immō, adv., *nay, in reality*; immō verō, *yes, indeed*.
 immortālis, -e, adj., *undying*, IMMORTAL.
 impedimentum, -ī, n., *hindrance*, plur. = *baggage*; (impediment).
 impediō, -īre, -ivī, (ī), itus, *hinder*, IMPEDE.
 imperātor, -ōris, m., *general, commander, ruler*, EMPEROR.
 imperium, -ī, n., *power, government, rule*; (empire).
 imperō, 1, *order, command, rule*.
 impetrō, 1, *gain, obtain, secure*.
 impetus, -ūs, m., *attack, onset*; (impetus).
 impiger, -gra, -grum, adj., *diligent, smart*.
 impius, -a, -um, adj., *ungodly, wicked*, IMPIOUS.
 improbus, -a, -um, adj., *bold, wicked*.
 in, prep. with abl., *in, on*; w. acc., *to, into, against*.
 incendium, -ī, n., *fire*; (incendiary).
 incendiō, -ere, -dī, -cēnsus, *set fire to, burn*; (incense).
 incertus, -a, -um, adj., *not fixed, disordered*, UNCERTAIN.
 incipiō, -ere, -cēpī, -ceptus, *begin, undertake*.
 incisiō, -ōnis, f., *engraving*; (incision).
 inclutus, -a, -um, adj., *celebrated, famous, renowned*.
 incōgnitus, -a, -um, adj., *unknown*; (incognito).
 incohō, 1, *begin, commence*.
 incola, -ae, m., f., *inhabitant, resident*.
 incolō, -ere, -luī, *be at home, dwell, inhabit*.
 incolumis, -e, adj., *uninjured, safe*.
 inde, adv., *thence, from there, thereupon, then*.
 Indiānus, -ī, m., INDIAN.
 indicō, 1, *point out, show*, INDICATE
 Indicus, -a, -um, adj., *of India, Indian*.
 inducō, 3, *lead in*; (induce).
 industria, -ae, f., *diligence, activity*, INDUSTRY.
 industrius, -a, -um, adj., *active, diligent*, INDUSTRIOUS.
 infāns, -fantis, m., f., *a little child*, INFANT.
 infēlicitās, -ātis, f., *ill luck, misfortune*; (infelicity).
 inferior, -ius, adj. comp., *lower*, INFERIOR.
 inferō, -ferre, -tuli, inlatus, *bring on, inflict, cause*; (infer).
 inferus, -a, -um, adj., *below*.
 infestus, -a, -um, adj., *hostile, dangerous*.
 infimus, (or īmus), -a, -um, adj., sup., *lowest*.
 infinitus, -a, -um, adj., *endless, countless, innumerable*, INFINITE.
 infrā, adv., *below, underneath, beneath*.
 ingenium, -ī, n., *talent, ability*; (ingenious).
 ingēns, -entis, adj., *vast, huge*.
 ingrātus, -a, -um, adj., *unpleasant, ungrateful*; (ingrate).
 inimicus, -a, -um, adj., *hostile, unfriendly*.

- inimicus, -ī, m., *an ENEMY, foe.*
 initium, -ī, n., *beginning; (initial).*
 iniūria, -ae, f., *harm, insult, injustice, outrage, wrong, INJURY.*
 iniūssū, (abl. of iniūssus, -ūs, m.)
without order, without command.
 innumerābilis, -ē, adj., *countless, INNUMERABLE.*
- inopia, -ae, f., *want, dearth, lack, scarcity.*
 inquam, -is, -it, *defective verb, used in direct quotations, say.*
 inritō, 1, *arouse, provoke; (irritate).*
 inruō, -ere, -ruī, —, *rush on, make an attack.*
 insidiae, -ārum, f., *ambush, plots.*
 instar, n., indecl., *image, likeness.*
 institutō, -ere, -uī, -stitūtus, *begin, establish, INSTITUTE.*
 instō, -āre, -stitī, -statūrus, *follow-up, pursue.*
 instruō, -ere, -ūxī, -ūctus, *array, build, teach, INSTRUCT.*
 insula, -ae, f., *island; (insular, peninsula).*
 insulānus, -ī, m., *an islander.*
 insuper, adv., *indeed, over and above, moreover.*
 integer, -gra, -grum, adj., *whole, blameless; (integer).*
 intellegō, -ere, -lēxī, -lēctus, *know, learn, understand; (intellect).*
 inter, prep. w. acc., *between, among.*
 interea, adv., *meanwhile.*
 interdum, adv., *sometimes, now and then.*
 interfector, -ōris, m., *assassin.*
 interficiō, -ere, -fēcī, -fectus, *kill, slay.*
 intericiō, -ere, -iēcī, -iectus, *throw between, intervene; (interjection)*
 interitus, -ūs, m., *overthrow, ruin, destruction.*
 interpres, -etis, m., *translator, INTERPRETER.*
 interrogō, *ask; (interrogate).*
 interrumpō, -ere, rūpi, -ruptus, *break off, destroy, INTERRUPT.*
 intersum, -esse, -fui, -fūtūrus, *be between, be among, be with, be in.*
- intrā, prep. with acc., *within, inside.*
 intrō, 1, *enter, go into.*
 intus, adv., *on the inside, within.*
 inūsītātus, -a, -um, adj., *unusual, strange.*
 invādō, -ere, -vāsī, -vāsus, *enter, attack, INVADE.*
 inveniō, -ire, -vēnī, -ventus, *find, discover; (invent).*
 investigō, 1, *search into, discover, INVESTIGATE.*
 invidia, -ae, f., *envy, jealousy, ill-will; (invidious).*
 invitō, 1, *summon, INVITE.*
 ipse, -a, -um, demonst. pron., *self, in person.*
 ira, -ae, f., *wrath, anger, IRE.*
 irāscor, -ī, -irātus, *to be angry, to be in a rage; (irate).*
 is, ea, id, demonst., *this, that; he, she, it.*
 iste, -a, -ud, demonst., *this, that, that of yours.*
 ita, adv., *so, in such a way, thus.*
 Italia, -ae, f., *ITALY.*
 itaque, conj., *and so, therefore.*
 iter, itineris, n., *journey, march, road.*
 iterum, adv., *again, once more.*
 iubeō, -ēre, iussi, *order, bid, command.*
 iūcundus, -a, -um, adj., *pleasant, agreeable.*
 iūdex, -icis, m., *judge; (judicial).*
 iūdicō, 1, *judge, decide, consider, declare; (judicate).*
 iugulum, -ī, n., *throat, neck.*
 iugum, -ī, n., *yoke, summit, ridge.*
 Iulii, -ōrum, m. plur., *the JULII, a distinguished Roman family.*
 iungō, -ere, iūnxi, iūnctus, *join, unite, make by joining, enter into; (junction).*
 iūnior, -ius, adj. comp., *younger; (junior).*
 Iūnō, -ōnis, f., *JUNO.*
 Iuppiter, Iovis, m., *JUPITER.*
 iūrō 1, *swear; (jury).*
 iūs, iūris, n., *right, duty, law.*
 iūstitia, -ae, f., *fairness, JUSTICE.*

iūstus, -a, -um, adj., *upright, righteous*, JUST.
 iuvō, -āre, iūvī, iūtus, *aid, assist, help*.
 iuxtā, adv., *near, close to, next to*.

K

kalendae, -ārum, f. plur., *the first day of the month, kalends*.

L

L., abbreviation for LUCIUS, a Roman praenomen.
 Labiēnus, -ī, m., LABIENUS.
 labor, -ōris, m., *toil, work, effort*, LABOR.
 labōrō, 1, *toil, work, suffer*, LABOR.
 Lacedaemonius, -ī, m., *a Spartan*, LACEDAEMONIAN.
 laccessō, -ere, -īvi, -ītus, *assail, attack, urge, arouse*.
 lacrima, -ae, f., *tear*; (lachrymal).
 lacus, -ūs, m., LAKE.
 laedō, -ere, -sī, -sus, *hurt, wound, harm*.
 laetor, -ārī, -ātus, dep., *rejoice, be glad*.
 laetus, -a, -um, adj., *glad*.
 laevā, adv., *on the left side, on the left*.
 lāmentor, -ārī, -ātus, dep., *bewail, weep*, LAMENT.
 lapis, -idis, m., *stone*; (lapidary).
 lātē, adv., *wide*.
 latebra, -ae, f., *hiding-place*.
 Latīnē, adv., LATIN.
 Latīnum, -ī, n., *the LATIN tongue, LATIN language*.
 Latīnus, -a, -um, adj., LATIN, m. plur. as subst., *the LATIN*.
 latrō, -ōnis, m., *robber, highwayman*.
 latrōcinor, -ārī, —, *plunder, rob*.
 lātus, -a, -um, adj., *wide, broad*.
 laudō, 1, *praise*, LAUD.
 laus, laudis, f., *praise, glory*.
 Lāvīnia, -ae, f., LAVINIA, wife of Aeneas.
 Lāvīnium, -ī, n., LAVINIUM, a town built by Aeneas.
 laxō, 1, *free, release*; (re-lax).

lēgātīō, -ōnis, f., *embassy*, LEGATION.
 lēgātus, -ī, m., *ambassador, lieutenant, governor*, LEGATE.
 legiō, -ōnis, f., LEGION.
 legō, -ere, -lēgī, lectus, *pick out, choose, read*; (legible).
 lēnis, -e, adj., *gentle, mild, kind*.
 leō, -ōnis, m., *lion*; (leonine).
 leopardus, ī, m., LEOPARD.
 levis, -e, adj., *light, small*.
 levō, *lighten, free*; (re-lieve).
 lēx, lēgis, f., *law, condition*, (legal).
 libellus, ī, m., *little book, pamphlet*; (libel).
 liber, -era, -erum, adj., *free, unrestrained*.
 liber, -brī, m., *book*; (library).
 liberāliter, adv., *generously, kindly, graciously*, LIBERALLY.
 liberī, ōrum, m., plur., *children*.
 liberō, *free, set free*, LIBERATE.
 libertās, -ātis, f., *freedom*, LIBERTY.
 libertus, -ī, m., *freedman*.
 licet, ēre, licuit, licitum est, *impersonal, v., (w. dat. of person), it is permitted, it is allowed*.
 lignum, ī, n., *wood, piece of wood*.
 lingua, -ae, f., *tongue, language*; (lingual).
 littera, -ae, f., *letter*, (of alphabet); plur., *epistle*, LETTER.
 litus, -oris, *sea-shore, coast*; (littoral).
 locus, -ī, m., *place, position*; (local).
 longē, adv., *far, distant*; comp., *longius, farther*.
 longus, -a, -um, adj., LONG.
 loquor, -ī, locūtus, *speak, tell*; (loquacious).
 Lūcānus, -a, -um, adj., *of Lucania*; m., plur., the Lucanians.
 Lucrētia, -ae, f., LUCRETIA.
 lūdō, ere, sī, sus, *play, sport*; (ludicrous).
 Ludovīcus, ī, m., *Louis*.
 lūdus, ī, m., *play, game*.
 lūmen, -inis, n., *light*; (luminous).
 lūna, ae, f., *moon*; (lunar, lunacy).

lupus, ī, m., *wolf*; (lupine).
 lūstrō, 1, *observe, survey*; (luster).
 lūx, lūcis, f., *light*.

M

M., abbreviation for MARCUS, a Roman praenomen.
 M., abbreviation for MANIUS, a Roman praenomen.
 Macedonia, -ae, f., MACEDONIA.
 māchina, -ae, f., *engine, MACHINE*.
 maculō, 1, *spot, stain, dishonor*; (im-maculate).
 magis, adv., comp., *more, more completely*.
 magister, tri, m., *teacher, MASTER*.
 magistra, -ae, f., *teacher, mistress*.
 magistrātus, ūs, m., *public office, officer, MAGISTRATE*.
 magnificus, -a, -um, adj., *eminent, splendid, MAGNIFICENT*.
 magnitūdō, -inis, f., *size, extent, MAGNITUDE*.
 magnopere, adv., *greatly, exceedingly*.
 magnus, -a, -um, adj., *great, large*; (magnify).
 māior, -ius, adj., comp. of māgnus; (major).
 Māius, -a, -um, adj., of MAY.
 male, adv., *badly, cruelly*; (malevolent).
 mālō, mälle, māluī, *choose, prefer*.
 mālum, -ī, m., *apple*.
 malum, -ī, n., *evil, misfortune*.
 malus, -a, -um, adj., *bad, wicked*.
 mandō, 1, COMMAND, *order, commit, intrust*.
 māne, adv., *early*; crās māne, = *tomorrow morning*; hodiē māne, = *this morning*.
 maneō, ēre, mānsī, mānsus, *stay, REMAIN*.
 manus, -ūs, f., *hand, band*; (manual).
 Marcus, -ī, m., ANCUS MARCIUS.
 Mārcus, -ī, m., MARCUS, *Mark*.
 mare, -is, n., *the sea*; (marine).
 maritimus, -a, -um, adj., *of the sea, MARITIME*.
 maritus, -ī, m., *husband*.

Mars, Martis, m., MARS, *god of war*.
 Martius, -a, -um, adj., *of Mars*; campus Martius, *field of Mars*.
 māter, -tris, f., *mother*; (maternal).
 māteria, -ae, f., *timber, MATERIAL*.
 mātrimonium, -ī, n., *marriage, MATRIMONY*.
 mātūrō, 1, *make ripe, hurry, haste*.
 mātūrus, -a, -um, adj., *ripe, MATURE*.
 maximē, adv., sup., *especially, exceedingly*.
 maximus, -a, -um, adj., sup. of magnus; *quam maximus = as large as possible*; (maximum).
 medicus, -ī, m., *physician, doctor, surgeon*; (medicine).
 meditor, -ārī, -tātus, *think, consider, MEDITATE*.
 medius, -a, um, adj., *in the midst, midway*; (medium).
 melior, -us, adj., comp. of bonus.
 melius, adv., comp. of bene, *better*.
 memor, -oris, adj., *mindful, heedful*.
 memoria, -ae, f., *recollection, MEMORY*.
 mendāx, -ācis, adj., *untruthful, lying, false*; subst., m., *a liar*; (mendacious).
 mendōsus, -a, -um, adj., *full of mistakes, faulty*.
 mendum, ī, n., *fault, error, mistake*.
 mēns, mentis, f., *mind, character*; (mental).
 mēnsa, -ae, f., *table*; mensa secunda, *dessert*.
 mēnsis, -is, m., *month*.
 mentior, -iri, -ītus, *invent, lie, deceive*.
 Mercurius, -ī, m., MERCURY, *messenger of the gods*.
 mereō -ēre, -uī, -ītus, *earn, deserve, MERIT*.
 merīdiēs, acc. -em., abl. -ē, m., *midday, noon*; (meridian).
 meritō, adv., *justly, deservedly*.
 Messāla, -ae, m., MESSALA.
 Metellus, -ī, m., METELLUS.

metuō, -ere, -uī, —, *fear, dread*.
 metus, -ūs, m., *fear, dread*.
 meus, -a, -um, pron., poss., *my, mine*.
 micō, āre, -uī, —, *twinkle*.
 migrō, 1, *remove, depart*, MIGRATE.
 miles, -itis, m., *soldier*.
 miliārium, -i, n., *milestone*.
 militia, -ae, f., *war, warfare*; (military).
 mille, plur., milia, -nure, -nard, -num, *a thousand*; (million).
 minimē, adv., sup. of parum, *least of all, least*.
 minimus, -a, -um, adj., sup. of parvus, *very small, least*.
 minister, -tri, m., *attendant, assistant, waiter*.
 minor, -minus, -ōris, adj., comp. of parvus, *smaller, less*; (minor).
 minuō, -ere, -uī, -ūtus, *lessen, diminish, reduce*; (minuend).
 minus, adv., comp. of parum, *less*; with neg., *no less, not less*; (minus).
 miror, -āri, -ātus, *wonder, be surprised at*, ADMIRE.
 miser, -era, -erum, adj., *unfortunate, wretched*; (miser).
 miserē, adv., *wretchedly, miserably*.
 Mithridātēs, -is, m., MITHRIDATES.
 mittō, -ere, misi, missus, *let go, send, send away*; (missive).
 moderātus, -a, -um, adj., *temperate*, MODERATE.
 modo, adv., *only*.
 modus, -i, m., *means, manner*, MODE; nullō modō, *by no means*; quem ad modum, *how*.
 moenia, -ium, n. plur., *walls, rampart*.
 molestus, -a, -um, adj., *troublesome, annoying*; (molest).
 mollis, -e, adj., *gentle, mild*.
 moneō, -ēre, -uī, -itus, *advise, warn*; (admonish).
 mōns, montis, m., *hill, mountain*; (mount).
 mōnstrō, 1, *show, point out*; (demonstrate).

montāni, -ōrum, m., plur., *mountaineers*.
 monumentum, -i, n., *memorial*, MONUMENT.
 mora, -ae, f., *delay*.
 morbus, -i, m., *sickness, disease*; (morbid).
 moriēns, -entis, adj., *dying*.
 moror, -āri, -ātus, *delay, tarry, remain*.
 mors, mortis, f., *death*.
 mortuus, -a, -um, adj., *dead*; (mortal).
 mōs, mōris, m., *custom, habit, way*.
 moveō, -ēre, mōvī, mōtus, *commence, stir up, affect*, MOVE.
 mox, adv., *soon, presently*.
 mulier, -ieris, f., *woman, wife*.
 multitudō, -inis, f., *great number, populace*, MULTITUDE.
 multō, adv., *much, by far, greatly*.
 multum, adv., *much, far, often*.
 multus, -a, -um, adj., *much*; plur., *many, a great number*; (multi-form).
 mundō, 1, *clean up*.
 mūniō, -ire, -ivī, -ītus, *defend, fortify, protect*; (munition).
 munus, -eris, n., *gift, present*.
 mūrus, -i, m., *wall, city wall*; (mural).
 musca, -ae, f., *fly*.
 mūtō, 1, *change, alter, vary*; (mutation).

N

N., abbreviation for NUMERICUS, a Roman praenomen.
 nam, conj., *for, inasmuch as*.
 nanciscor, -i, -nactus, *meet with, find*.
 nārō, 1, *relate, tell*, NARRATE.
 nāscor, -i, -nātus, *be born*; (natal).
 nātiō, -ōnis, f., *people*, NATION.
 natō, 1, *swim*.
 nātūra, -ae, f., *character*, NATURE.
 nātus, see nāscor.
 nausea, -ae, f., *sea-sickness*; (nausea).
 nauta, -ae, m., *sailor*; (nautical).
 nāvīcula, -ae, f., *boat, skiff*.

- nāvigātiō, -ōnis, f., *sailing, voyage*; (navigation).
- nāvigō, 1, *sail, NAVIGATE*.
- nāvis, -is, f., *ship*; (naval); nāvis, longa = *warship*; (naval).
- ne, enclitic, added in direct question, as interrogation mark.
- nē, adv., *no, not*.
- ne, neve, conj., *that not*.
- nec, adv., *and not; nor*; correlative, nec—nec = *neither—nor*.
- necessārius, -a, -um, adj., *needful, inevitable, NECESSARY*.
- nesse, adj., indecl., *necessary, unavoidable*.
- neque, conj., *or, nor*.
- neçō, 1, *slay, kill*.
- neglegentia, -ae, f., *carelessness, neglect, NEGLIGENCE*.
- neglegō, -ere, -ēxi, ēctus, *disregard, NEGLECT*.
- negō, 1, *say not, deny*; (negative).
- negōtium, -ī, n., *business, nuisance*.
- nēmō, -inis, m., f., *no one, nobody*; gen. nullius, abl., nullō.
- nemus, -oris, n., *grove*.
- nepōs, -ōtis, m., *grandson, (nepotism)*.
- neque, conj., *and not, nor*; neque—neque = *neither—nor*.
- nesciō, -ire, -ivī,—, *not to know, be ignorant*.
- neuter, -tra, -trum, adj., *neither, (of two)*; (neuter).
- nex, necis, f., *death, murder, slaughter*.
- nī, conj., *unless*.
- niger, -gra, -grum, adj., *black*; (negro).
- nihil, n., indecl., *nothing, not at all*; (nihilist).
- nīl, contraction of nihil.
- nimius, -a, -um, adj., *too much, too great, excessive*.
- nisi, conj., *if not, unless*.
- nix, nivis, f., *snow*.
- nōbilis, -e, adj., *wellknown, famous, honorable, splendid, of noble birth, NOBLE*.
- nobilitās, -ātis, f., *nobles, NOBILITY*.
- noctū, adv., *at night*.
- nōlō, nōlle, nōlūi, *wish not, be unwilling*.
- nōmen, -inis, n., *name, reputation*; (nominal).
- nōminō, *name, count, NOMINATE*.
- nōn, adv., *not, by no means*; nōn quidem, *certainly not*.
- Nōnae, -ārum, f., *the Nones*.
- nōnāgēsīmus, -a, -um., ord. num., *ninetieth*.
- nōnāgintā, card. num., *ninety*.
- nōndum, adv., *not yet*.
- nōn modo, adv., *not only*.
- nōnnē, adv., interrog., *not* (in a direct question, expecting an affirmative answer).
- nōnnūllus, -a, -um, adj., *some, several*.
- nōnus, -a, -um, ord. num., *ninth*.
- nōs, per. pron., 1st plur., *we*.
- nōscō, -ere, nōvī, nōtus, *know*.
- noster, -tra, -trum, pron., poss. pron., *our, ours*.
- novem, card. num., *nine*.
- novus, -a, -um, adj., *new, young, strange*; (novel, novice).
- nox, noctis, f., *night*; nocte = *by night*.
- nūdus, -a, -um, adj., *bare, stripped*; (nude).
- nūllus, -a, -um, adj., *no, none, not any*; as subst. m., f., *no one, nobody*.
- num, interrog., used in direct question to indicate neg. ans.; indirect ques. = *whether*.
- Numa Pompilius, m., one of the Roman kings.
- Numerius, -ī, m., NUMERIUS, a Roman praenomen.
- numerō, 1, *count, number, reckon*.
- numerus, -ī, m., NUMBER; (numerous).
- Numitor, -ōris, m., NUMITOR.
- nummus, -ī, m., *coin, money, dollar*.
- numquam, adv., *never, at no time*.
- nunc, adv., *now*.
- nūntiō, 1, *report, bring word*; (announce).
- nūntius, -ī, m., *messenger, courier, message, news*.

O

ob, prep. w. acc., *on account of*.
 obeō, ire, -ivī, -itus, *die, perish*.
 obiciō, -ere, -iēci, -iectus, *cast in the way, use as defense, oppose; (object)*.
 obscūrō, -āre, āvī, ātus, *darken, cover, hide*.
 obscūrus, -a, -um, adj., *dark, hidden, OBSCURE*.
 obsecrō, 1, *entreat*.
 observō, 1, *take notice of, OBSERVE*.
 obsēs, -idis, m., f., *hostage*.
 obsignō, 1, *seal, make fast*.
 obstupefaciō, -ere, -fēci, -factus, *amaze, astound*.
 obtineō, -ēre, -tinuī, -tentus, *possess, get, take, hold, OBTAIN*.
 obvolvō, -ere, -vī, -lūtus, *cover, veil*.
 occāsus, -ūs, m., *setting, downfall*.
 occidō, -ere, -cidī, -cisus, *kill, slay*.
 occidēns, -ntis, adj., *setting*.
 occultō, 1, *hide, conceal; (occult)*.
 occupō, 1, *seize, engage, employ, OCCUPY*.
 occurrō, -ere, -currī, -cursus, *run to meet, OCCUR*.
 oceanus, -ī, m., *sea, OCEAN*.
 Octāviānus, -ī, m., *OCTAVIANUS, later Augustus*.
 Octāvius, -ī, m., *OCTAVIUS; later Augustus*.
 octāvus, -a, -um, ord. num., *eighth; (octave)*.
 octō, card. num., *eight*.
 octōdecim, card. num., *eighteen*.
 octōgēsimus, -a, -um, ord. num., *eightieth*.
 octōgintā, card. num., *eighty*.
 oculus, -ī, m., *eye; (oculist)*.
 odium, -ī, *ill will, unpopularity, ODIUM*.
 offerō, -ferre, obtulī, oblatus, *show, present, OFFER*.
 officium, -ī, n., *kindness, duty, service, allegiance, business, OFFICE*.
 ōlim, adv., *formerly, once*.
 Olympias, -adis, f., *an Olympiad*.
 omninō, adv., *only, but, in all*.

omnis, -e, adj., *all, every, the whole; neuter, as subst., everything; (omni-potent)*.
 opera, -ae, f., *effort, work; (opera)*.
 oppidum, -ī, n., *town*.
 oppōnō, -ere, -posui, -positus, *put opposite, OPPOSE*.
 opprimō, -ere, -pressī, -pressus, *overwhelm, crush, OPPRESS*.
 oppūgnatiō, -ōnis, f., *attack, seize*.
 oppūgnō, 1, *attack, besiege*.
 optimās, -ātis, m., *a noble, aristocrat*.
 optimē, adv., sup., *best. (see bene)*.
 optimus, -a, -um, adj., sup., *(see bonus); (optimist)*.
 optō, 1, *wish for, desire*.
 opus, -eris, n., *work, labor, power, writing*.
 ōra, -ae, f., *shore, coast*.
 ōrātiō, ōnis, f., *speech, ORATION*.
 ōrātor, -ōris, m., *ORATOR*.
 orbis, -is, m., *circle, ORBIT; orbis terrārum = the whole world*.
 ōrdinō, 1, *set in order, arrange; (ordinate)*.
 ōrdō, -inis, m., *row, rank, ORDER*.
 Orgetorix, -igis, m., *Orgetorix*.
 oriēns, -entis, adj., *rising; m., as subst., the East, ORIENT*.
 orior, orīrī, ortus, *arise, rise*.
 ōrnō, 1, *prepare, fit out, ADORN, provide, decorate*.
 ōrō, 1, *speak, entreat, beg, pray; (orate)*.
 ortūs, ūs, m., *rising, rise, origin*.
 ōs, ōris, n., *the mouth, face; (oral)*.
 os, ossis, n., (gen. plur. ossium), *bone; (ossify)*.
 Oscē, adv., m., *Oscan, in Oscan*.
 osculor, -ārī, -ātus, *kiss*.
 ōstium, -ī, n., *door, mouth, entrance*.
 ovis, -is, f., *sheep*.
 ōvum, -ī, n., *egg; (oval)*.

P

P., abbreviation for PUBLIUS, a Roman praenomen.

- paene, adv., *nearly, almost*; (peninsula).
- pāgānus, -ī, m., *heathen*, PAGAN.
- pāgina, -ae, f., *leaf of paper, sheet*, PAGE.
- palam, adv., *openly, publicly*.
- Palātīnus, -a, -um, adj., *Palatine*.
- palūs, -ūdis, f., *swamp, marsh*.
- pānis, -is, m., *bread, loaf*.
- Pānsa, -ae, m., *Pansa*.
- Papa, -ae, m., *the Pope*.
- parēns, -entis, m., f., *father, mother, relative*, PARENT.
- pāreō, -ēre, uī, —, *appear, be subject to, obey, comply*.
- pariō, -ere, peperī, partus, *get, bring forth, bear, lay* (of birds).
- pariter, adv., *alike, equally, in like manner*.
- parō, 1, *get ready, get*, PREPARE.
- pars, partis, f., *piece, section, share, party, faction*, PART.
- partus, -ūs, m., *birth*.
- parum, adv., *too little, not enough, little*; substantively, *too little*; nōn parum = *not a little*.
- parvulus, -a, -um, adj., *little*; subst., m., f., *a little child, child*.
- parvus, -a, -um, adj., *small, little*.
- pāscō, -ere, pāvi, pāstūs, *supply, feed*.
- passus, -ūs, m., *step*, PACE.
- pastor, ōris, m., *herdsman, shepherd*; (pastor).
- pateō, -ēre, -ui, —, *lie open, be open, extend*.
- pater, -tris, m., *father*; (paternal).
- patria, -ae, f., *native-land, country*.
- pauci, -ae, -a, adj. plur., *few*; as subst., *a few things*; (paucity).
- paulum, adv., *a little, somewhat*.
- Paulus Aemilius Scipiō, m., *a great Roman*.
- pāvō, -ōnis, m., *peacock*.
- pāx, pācis, f., *tranquillity, treaty*, PEACE; (pacify).
- pecūnia, -ae, f., *money*; (pecuniary).
- pedester, -tris, -tre, adj., *infantry*, PEDESTRIAN.
- peditātūs, -ūs, m., *infantry, infantry-force*.
- pēior, -ius, adj., comp. of malus, *worse*.
- pēius, adv., comp. of male, *worse*.
- pendō, -ere, pependī, pēnsus, *pay, weigh, suspend*.
- pēnicillus, -ī, m., *hair, PENCIL, painter's brush*.
- peninsula, -ae, f., PENINSULA.
- penna, -ae, f., *feather, plume*; (pen).
- Pennsylvania, -ae, f., PENNSYLVANIA.
- pēnsum, -ī, n., *task, duty, lesson*.
- per, prep. w. acc., *through, among*.
- percallēscō, -ere, -calluī, —, *grow, expect*.
- percussor, ōris, m., *murderer, assassin*.
- perdiscō, -ere, -didicī, —, *learn thoroughly, get by heart*.
- perdō, -ere, -didī, -ditus, *lose, destroy, ruin*.
- perdūcō, -ere, -dūxī, -ductus, *lead, guide, bring*.
- pereō, -īre, -ivī, (ii), -itūrus, *pass away, be lost, perish*.
- pererrō, 1, *wander through, roam over*.
- perferō, -ferre, -tulī, -lātus, *report, spread, carry*.
- perficiō, -ere, -fēcī, -fectus, *carry out, perform, finish, accomplish*; (perfect).
- pergō, -ere, perrēxī, perrēctus, *continue, keep on, go on*.
- periculōsus, -a, -um, adj., *dangerous*, PERILOUS.
- periculum, -ī, n., *risk, trial, attempt, danger*, PERIL.
- permanēō, -ēre, -mānsī, -mānsūrus, *stay, last, endure, remain*.
- permittō, -ere, -misi, -missus, *let go, allow*, PERMIT.
- perpetuus, -a, -um, adj., *continuous*, PERPETUAL.
- persequor, -ī, -secūtus, *follow after, pursue, perform*, PERSECUTE.
- Persia, -ae, f., PERSIA.
- perspicō, -ere, -spēxī, -spectus, *look into, find out, examine, learn*; (prospect).

- persuādeō, -ēre, -suāsī, -suāsus, convince, PERSUADE.
- perterreō, -ēre, -uī, -itus, scare, frighten, TERRIFY.
- perturbātus, adj., disturbed, distressed.
- perturbō, 1, confuse, disturb, throw into confusion; (perturb).
- perveniō, -ire, -vēnī, -ventus, reach, arrive at, come to.
- pervolō, 1, fly through.
- pēs, pedis, m., foot; (pedal).
- pessimē, adv. sup. of male, very poorly, very badly.
- pessimus, -a, -um, adj., sup. of malus, worst; (pessimist).
- petō, -ere, -ivī, -itus, seek, strive for, ask, aim at, attack, assail; (petition).
- Philadelphia, -ae, f., PHILADELPHIA, a city of Pennsylvania.
- Philippī, -ōrum, m., plur., PHILIPPI, city of Macedonia.
- pictor, -ōris, m., painter; (pictorial).
- pictūra, -ae, f., painting, PICTURE.
- pietās, -ātis, f., PIETY.
- piger, -gra, -grum, adj., lazy, dull.
- pila, -ae, f., ball, game of ball.
- pingō, -ere, pinxi, pictus, paint, depict; (picture).
- pinguis, -e, adj., fat, rich.
- pirāta, -ae, m., sea-robber, PIRATE.
- piscis, -is, m., fish.
- pius, -a, -um, adj., religious, devout, PIOUS.
- placeō, -ēre, ūi, -itus, be agreeable, please; (placate).
- placidus, -a, -um, adj., gentle, quiet, peaceful, PLACID.
- plāga, -ae, f., blow, thrust, wound.
- plānē, adv., clearly, really, very.
- plēbs, -plēbis, f., common people; (plebeian).
- plēnus, -a, -um, adj., full, filled; (plenty).
- plērusque, -raque, -rumque, adj., the majority, the most.
- plūma, -ae, f., feather, PLUME.
- plūrimus, -a, -um, adj., sup. of multus, most, very much.
- plūrimus, -a, -um, adj., sup. of multus, most, very much, very many.
- plūs, plūris, (plur., plūrēs, plūra, -ium), adj., comp. of multus, more, several; (plural).
- plus, adv., comp. of multum, more.
- pōculum, -i, n., drinking-vessel, cup.
- poena, -ae, f., punishment, penalty; (penal).
- Poenī, -ōrum, m., plur., the Carthaginians.
- poēta, -ae, m., POET.
- polliceor, -ēri, -itus, offer, promise.
- pōmārium, -ī, n., orchard, fruit-garden.
- Pōmētia, -ae, f., *Pometia*.
- Pompēius, -i, m., *Pompey*.
- pōmum, -ī, n., fruit, apple.
- pōnō, -ere, posuī, positus, place, fix, put, set, situate, lay down.
- pōns, pontis, m., bridge.
- pontifex, -ficis, m., high priest, Pope, PONTIFF.
- Pontus, -i, m., *Pontus*.
- populus, -i, m., nation, PEOPLE; (populous, popular).
- Porsena, -ae, m., *Porsena*, a king of Etruria.
- porta, -ae, f., gate, door; (portal).
- portō, 1, carry, bring; (porter).
- portus, -ūs, m., harbor, PORT.
- possideō, -ēre, -sēdī, -sessus, occupy, hold, POSSESS.
- possum, posse, potuī, —, be able, can.
- post, prep. w. acc., after, behind;
- posteā, adv., afterwards.
- posteāquam, adv., after that, then.
- posterus, -a, -um, adj., coming next, following; (postern).
- posterior, ius, adj. comp., later; (posterior).
- postquam, conj., after, when.
- postrēmō, adv., at last, finally.
- postrēmus, (or postumus), -a, -um, adj. sup., last.
- postridiē, adv., on the following day, on the next day.
- postulō, 1, ask for, demand; (postulate).

potēns, -entis, adj., *powerful, ruling, strong*, POTENT.
 potestās, -ātis, f., *ability, force, power, opportunity*.
 potior, -iri, -itus, *get possession of, be master of, acquire, obtain*.
 potius, adv., comp., *rather, more*.
 pōtus, -ūs, m., *drink*.
 prae, prep. w. abl., *before, in comparison with, because of, by reason of*.
 praecēdō, -ere, -cessī, -cessus, *go before*, PRECEDE.
 praeda, -ae, f., *booty, plunder, spoil*.
 praeficiō, -ere, -fēcī, -fectus, *put in charge, place over; (perfect)*.
 praemitto, 3, *send ahead, send in advance*.
 praemium, -ī, n., *reward*, PREMIUM.
 praenōmen, -inis, n., *personal name*, PRAENOMEN.
 praesēns, -entis, adj., *at hand, in person*, PRESENT.
 praesidium, -ī, n., *help, protection, garrison, defence*.
 praeses, -idis, m., *protector, guard*, PRESIDENT.
 praestō, -āre, -stitī, -stitus, *excel, surpass, show*.
 praesum, -esse, -fui, —, *have charge of, be in command of, be before*.
 praeter, prep. w. acc., *beyond, past, besides, except*.
 prātum, -ī, n., *meadow*.
 prāvus, -a, -um, adj., *bad, improper, wrong; (depraved)*.
 precor, -ārī, -ātus, *ask, beg, pray; (im-precate)*.
 pretiosus, -a, -um, adj., *costly, valuable*, PRECIOUS.
 pretium, -ī, n., *price, value*.
 prex, precis, f., *prayer, entreaty*.
 primō, adv., *at first, in the first place*.
 primum, adv., *first; quam primum = as soon as possible*.
 primus, adj., sup., *first, chief, principal; (prime, primer)*.
 princeps, -cipis, m., *foremost man, leader; (prince, principal)*.

prīncipātus, -ūs, m., *chief command, supremacy, chief position*.
 prīncipium, -ī, n., *beginning*.
 prior, -ius, adj., comp., *former, earlier; (prior)*.
 Priscus, -ī, m., *Priscus*.
 prīstinus, -a, -um, adj., *old time; (pristine)*.
 prius, adv., comp., *previously, before, first*.
 priusquam, conj., *sooner than, before*.
 privātim, adv., *privately, in private; (private)*.
 prīvignus, -ī, m., *stepson*.
 prō, prep. w. abl., *in front of, in behalf of, for*.
 probō, 1, *approve, test; (probation)*.
 Procās, -ae, m., PROCAS, *king of Alba Longa*.
 prōcēdō, -ere, -cessī, -cessus, *advance*, PROCEED.
 prōditor, -ōris, m., *betrayor, traitor*.
 prōdō, -ere, -didī, -ditum, *betray, give up*.
 proelium, -ī, n., *fight, battle, combat*.
 proficiscor, -ī, -profectus, *set out, go, depart*.
 prōflīgō, 1, *overthrow, crush, rout; (profligate)*.
 profundō, -ere, -fūdī, -fūsus, *pour forth, shed*.
 profundus, -a, -um, adj., *deep, thick, vast*, DEEP.
 prōgredior, -ī, -gressus, *advance, proceed*.
 prōgressus, -ūs, m., *advancement*, PROGRESS.
 prohibeō, -ēre, -uī, -itus, *stop, keep from, prevent*, PROHIBIT.
 proinde, adv., *then, accordingly, just so*.
 prōmittō, 3, *let go*, PROMISE.
 prope, adv., *near, nearly, almost*, prep. w. acc., *near, hard by*.
 properō, 1, *go quickly, hasten*.
 propinquus, adj., *near, neighboring, next; m., f., as subst., relative, kinsman; (propinquity)*.

propior, -ius, adj. comp., *nearer*.
 prōpōnō, -ere, -posuī, -positus, *put forth, PROPOSE*.
 propter, prep. w. acc., *on account of*.
 propterea quod, *because, for this reason that*.
 prōrsus, adv., *by all means, utterly, entirely*.
 prōsiliō, -ire, -uī, —, *spring forth, rush*.
 prōsperitās, -ātis, f., *good fortune, PROSPERITY*.
 prōsum, prōdesse, prōfuī, —, *be of use, help, be of value*.
 prōverbium, -ī, n., *maxim, adage, PROVERB*.
 prōvideō, -ēre, -vidī, vīsus, *PROVIDE for, look after, care for*.
 prōvincia, -ae, f., *PROVINCE*.
 proximē, adv., sup. of prope, *nearest, next*.
 proximus, -a, -um, adj., sup., *last, nearest, next; (proximity)*.
 prōdēns, -entis, adj., *intelligent, wise, discreet, PRUDENT*.
 prudenter, adv., *discreetly, PRUDENTLY*.
 prōdēntia, -ae, f., *intelligence, wisdom, PRUDENCE*.
 publicē, adv., *for the state, PUBLICLY*.
 publicus, -a, -um, adj., *of the state, PUBLIC; rēs publica, = state, commonwealth*.
 Pūblius, -ī, m., *PUBLIUS, a Roman praenomen*.
 pudicus, -a, -um, adj., *pure, modest, chaste*.
 puella, -ae, f., *girl*.
 puer, -erī, m., *boy*.
 puerulus, -ī, m., *a little boy; (puerile)*.
 pūgiō, -ōnis, m., *a short dagger*.
 pūgna, -ae, f., *hand to hand fight, battle, combat*.
 pūgnō, 1, *fight, contend; (pugnacious)*.
 pūgnus, -ī, m., *fiat*.
 pulcher, -chra, -chrum, adj., *pretty, beautiful, handsome*.
 pulchrē, adv., *beautifully, nobly*.

Pūnicus, -a, -um, adj., *Carthaginian, PUNIC*.
 pūrus, -a, -um, adj., *clear, free, unspotted, clean, PURE*.
 puteus, -tei, m., *well, pit*.
 putō, -āre, -āvī, ātus, *think, consider; (com-pute)*.
 Pūrēnaeus, -a, -um, adj., *PYRENEAN*.
 Pyrrhus, -ī, m., *Pyrrhus*.

Q

Q., abbreviation for QUINTUS, a Roman praenomen.
 quadrāgēsimus, -a, -um, ord. num., *fortieth*.
 quadragintā, card., num., *forty*.
 quadrupēs, -pedis, m., f., *four-footed creature, QUADRUPED*.
 quaerō, -ere, -sivī, -situs, *hunt for, seek, request; (in-quire)*.
 quaesō, -ere, —, —, *beg, pray, entreat*.
 quaestor, -ōris, m., *quaestor*.
 quālis, e, adj., *such as, as*.
 quam, adv., *than, as; with superlative, as—possible*.
 quamquam, conj., *although, though*.
 quamvis, adv. and conj., *as much as, although*.
 quahdō, adv., *when? conj., when, since*.
 quantus, -a, -um, adj., *how much, how great, as*.
 quāpropter, adv., *wherefore*.
 quārē, adv., *wherefore, why*.
 quartanus, -a, -um, adj., *occurring on the fourth day, QUARTAN*.
 quartus, -a, -um, ord. num., *fourth; (quart, quarter)*.
 quasi, adv., *as if*.
 quaternī, -ae, -a, num. adj., *four each*.
 quattuor, card. num., *four*.
 -que, conj. enclitic, *and*.
 quī, quae, quod, rel. pron., *who, which, what*.
 quia, conj., *because, inasmuch as*.
 quicumque, quaecumque, quodcumque, rel. pron., *whoever, whatever*.

quīdam, quaedam, quiddam, (quoddam), *a certain, somebody, something.*
 quidem, adv., *indeed, certainly;* ne quidem = *not even.*
 quies, -ētis, f., QUIET, *rest, repose.*
 quīn, conj., *why not? but that.*
 quilibet, quaelibet, quidlibet, (quodlibet), *anyone you will, whom you will.*
 quingenti, -ae, -a, card. num., *five hundred.*
 quini, -ae, -a, num. adj., *five each.*
 quinquāgintā, card. num., *fifty.*
 quīnque, card. num., *five.*
 quintus, ord. num., *fifth.*
 Quintus, -i, m., QUINTUS, a Roman praenomen.
 quippe, adv., *indeed, by all means.*
 quis, qua, quid, pron. indef., *anyone, any.*
 quis, quid, pron. interrog., *who? what?*
 quisnam, (quinam), quaenam, quidnam, (quodnam), pron. interrog., *who in the world? what in the world? who pray?*
 quisquam, quicquam, (quidquam), pron. indef., *any, any one, any at all.*
 quisque, quaeque, quidque, (quodque), *each, each one, every.*
 quisquis, quicquid, (quidquid), pron. indef., *whoever, whatever.*
 quivis, quaevis, quidvis, (quodvis), pron. indef., *any one, any one whatever, anything.*
 quō, adv., *where, whither.*
 quō, conj., *in order that.*
 quoad, adv., *as far as, until.*
 quod, conj., *because.*
 quō modo, adv., *in what manner? how?*
 quondam, adv., *formerly, once.*
 quoniam, adv., *since, because.*
 quoque, conj., *also, too, so also.*
 quotēni, -ae, -a, num. adj., *how many each?*
 quotiēns, adv. interrog., *how many times, how often; (quotient).*

R

radius, -ī, m., *beam, ray; (radius).*
 Radulphus, -ī, m., *Ralph.*
 raeda, -ae, f., *travelling-carriage, coach; raeda ferrea, a railroad train.*
 rapidus, -a, -um, adj., *swift, RAPID.*
 rapiō, -ere, -uī, -ptus, *seize, carry off; (rape, rapine).*
 rapta, -ae, f., *see rapiō.*
 rārus, -a, -um, adj., *scarce, RARE.*
 ratiō, -ōnis, f., *plan, arrangement; (ration, ratio).*
 recēns, -entis, adj., *fresh, new. RECENT.*
 recipiō, -ere, -cēpi, -ceptus, *take recover, RECEIVE; sē recipere = to betake oneself; (receipt).*
 recitō, 1, *read, read aloud, RECITE.*
 recōgnōscō, -ere, -gnōvī, -gnitus, *recollect, review, RECOGNIZE.*
 rēctā, adv., *straightway, right on, straight ahead.*
 rēctē, adv., *rightly, correctly, well.*
 recuperō, -āre, -āvī, -ātus, *get back, win back, recover; (recuperate).*
 reddō, -ere, -didī, -ditus, *give back, restore.*
 redeō, -ire, -ivī, (iī), -itus, *go back, return.*
 redimō, -ere, -ēmī, -ēemptus, *buy back, REDEEM, set free.*
 redūcō, -ere, -dūxī, -ductus, *lead back; (reduce).*
 referō, -ferre, rettulī, relatus, *carry back; pedem referre = retreat; (refer).*
 rēgina, -ae, f., *queen.*
 regiō, -ōnis, f., *country, district, territory, REGION.*
 rēgius, -a, -um, adj., *kingly, royal; (regal).*
 rēgnō, 1, *rule, REIGN.*
 rēgnum, -ī, n., *kingdom, rule, REIGN.*
 regō, -ere, rēxī, rēctus, *guide, direct, rule.*
 regredior, -ī, -gressus, *go back, retreat, return.*
 Regulus, -ī, m., *Regulus.*

religiō, -ōnis, f., *scruple, duty*, RELIGION.
 relinquō, -ere, -liquī, -lictus, *leave, abandon*, RELINQUISH; (relict).
 reliquus, -a, -um, adj., *left, remaining, rest of*; (relic).
 remaneō, -ēre, -mānsī, —, *be left, stay, last*, REMAIN.
 remittō, 3, *send back*; (remit).
 removeō, -ēre, -mōvī, -mōtus, *move back*, REMOVE.
 remus, -ī, m., *oar*.
 Remus, -ī, m., REMUS, brother of Romulus.
 renovō, 1, *restore, revive, renew, start up again*; (renovate).
 renuō, -ere, -uī, —, *oppose, draw back*.
 reparō, 1, *recover, renew, restore*, REPAIR.
 repentē, adv., *suddenly, unexpectedly*.
 reperīō, -īre, reperī, repertus, *find, discover, learn*.
 reprehendō, -ere, -dī, -hēnsus, *seize, catch, blame*; (reprehend).
 reprimō, -ere, -pressī, -pressus, *curb, check, suppress*, REPRESS.
 repudiō, 1, *reject, put away*, REPUDIATE.
 requiēscō, -ere, -ēvī, -ētus, *rest, take a rest, go elsewhere*.
 rēs, rei, f., *thing, matter, affair, property*; rēs pūblica = *government, state*; rēs militāres = *warfare*; rēs maritima = *seamanship*.
 rescindō, -ere, -scidī, -scissus, *cut off, break down*; (rescind).
 resideō, -ēre, -sedī, —, *remain sitting, stay*, RESIDE.
 resistō, -ere, -stitī, —, *halt, oppose*, RESIST.
 respondeō, -ēre, -dī, -spōnsus, *answer, reply*, RESPOND.
 restituō, -ere, -uī, -ūtus, *restore, reinstate*; (restitution).
 retineō, -ēre, -tinuī, -tentus, *restrain, hold, preserve*, RETAIN.
 revertō, -erre, -ti, —, *return*; (revert).

revertor, -ī, -versus, *turn back, return*.
 rēx, rēgis, m., *monarch, king*; (regal).
 Rhēa Silvia, a vestal virgin and mother of Romulus.
 Rhēnus, -ī, m., *the Rhine*.
 Rhodanus, -ī, m., *the Rhone*.
 ridiculus, -a, -um, adj., *contemptible*, RIDICULOUS.
 rogō, 1, *ask, request*; (inter-rogate).
 Rōma, -ae, f., ROME.
 Rōmānus, -a, -um, adj., *of Rome*, ROMAN; m., as subst., a ROMAN.
 Rōmulus, -ī, m., ROMULUS, the legendary founder of Rome.
 rosa, -ae, f., ROSE.
 rubeō, -ēre, —, —, *be red, grow red*.
 ruber, -bra, -brum, adj., *red, ruddy*; (ruby).
 Rūfus, -ī, m., RUFUS.
 P. Sulpicius Rufus, see Sulpicius.
 ruō, -ere, ruī, rūtus, *rush, hurry, run*.
 rūrsus, adv., *again, anew*.
 rūsticus, ī, m., *peasant*, RUSTIC.

S

Sabinus, -ī, m., *a Sabine*.
 sacrum, -ī, n., *shrine, sanctuary*, (sacred).
 saeculum, -ī, n., *generation, age, century*.
 paepe, adv., *often*.
 saepiō, -ire, -psi, -ptus, *enclose, encircle*.
 saepissimē, adv., sup., *very often*.
 saevus, -a, -um, adj., *furious, raging, fierce*.
 sagitta, -ae, f., *arrow*.
 Saguntum, -ī, n., *Saguntum*.
 salūs, -ūtis, f., *health, safety, greeting*, SALUTE.
 Samnis, -itis, adj., *of Samnium, Samnite*; m., plur. as subst., *the Samnites*.
 sānctus, -a, -um, adj., *sacred, inviolable, holy, sainted*; m., as subst., SAINT; (sanctuary).
 sānē, adv., *indeed, surely, by all means*.

- sānus, -a, -um, adj., *sound, healthy*, SANE.
- sapiēns, -entis, adj., *wise, sensible*; (sapient).
- sapientia, -ae, f., *prudence, wisdom*.
- satis, n., indecl., *enough, sufficient, ample*; as adv., *amply, fully, enough, quite*; (satis-fy).
- scelus, -eris, n., *crime, sin, wicked act*.
- schola, -ae, f., SCHOOL.
- scintillula, -ae, f., *sparkle*; (scintillate).
- sciō, -īre, īvī, (iī), scītus, *learn, know*; (science).
- Scipiō, ōnis, m., SCIPIO.
- scītē, adv., *skilfully, cleverly*.
- scrība, -ae, m., *clerk*, SCRIBE.
- scrībō, -ere, scrīpsī, scrīptus, *write*; (in-scribe).
- scrīptum, -ī, n., *what is written, exercise*; (script).
- sculptilis, -e, adj., *carved, sculptured*.
- scūtum, -ī, n., *shield*.
- Scythia, -ae, f., *Scythia*.
- secō, -āre, -cuī, sectus, *cut, cut off*.
- secundus, -a, -um, adj., SECOND, *following, favorable*.
- sed, conj., *but, on the contrary*.
- sedeō, -ēre, sēdī, sessum, *sit down, encamp, wait, sit*; (sedentary).
- sēdēs, -is, f., *seat, dwelling place, home, abode*.
- semel, num. adv., *once, a single time*.
- sēmibarbarus, -a, -um, adj., *half civilized*, SEMI-BARBAROUS; m., as subst., *half civilized man*.
- semper, adv., *ever, always*.
- Semprōnius, -ī, m., SEMPRONIUS.
- senātor, -ōris, m., *member of senate*, SENATOR.
- senātus, -ūs, m., SENATE.
- senectūs, -ūtis, f., *old age*.
- senex, senis, adj., *aged, old*; m. as subst., *old man*.
- sēnī, -ae, a, num. adj., *six each*.
- sēnior, -ōris, comp. of senex, *older*; (senior).
- sententia, -ae, f., *opinion, sentiment*, SENTENCE.
- sentiō, -īre, sēnsī, sēnsus, *feel, notice, perceive, think*.
- sepeliō, -īre, -īvī, -pultus, *bury, inter*; (sepulture).
- septem, card. num., *seven*; (September).
- septēnī, -ae, -a, num. adj., *seven each*.
- septimus, -a, -um, ord. num., *seventh*.
- Septimus, -ī, m., SEPTIMUS.
- septingētēsīmus, -a, -um, ord. num., *the 700th*.
- septuāgēsīmus, -a, -um, ord. num., *70th*.
- sepultus, see sepliō.
- Sequanī, -ōrum, m., plur., *the Sequanī*.
- sequor, -ī, secūtus, *follow, attend*.
- Ser., abbreviation for *Servius*, a Roman praenomen.
- serēnitās, -ātis, f., *fair weather*, SERENITY.
- serēnus, -a, -um, adj., *fair, clear*, SERENE.
- Sergius, -ī, m., *Sergius*, see *Catilīna*.
- sermō, -ōnis, m., *speech, conversation*; (sermon).
- serō, serere, sēvī, satus, *sow, plant*.
- serviō, -īre, -īvī, -itus, *labor for*, SERVE.
- servitūs, ūtis, f., *slavery*, SERVITUDE.
- Serviūs, -ī, m., SERVIUS, a Roman praenomen.
- servō, 1, *save, keep safe*; (preserve).
- servus, -ī, m., *slave*, SERVANT.
- sevērus, -a, -um, adj., *serious, strict, stern*, SEVERE.
- Sex., abbreviation for *Sextus*, a Roman praenomen.
- sex, card. num., *six*.
- sexcentēsīmus, -a, -um, ord. num., *600th*.
- Sextus, -ī, m., SEXTUS, a Roman praenomen.
- sextus, -a, -um, ord. num., *the sixth*; (sextant).

sī, conj., *if, since*, sī nōn, = *if not*.
 sic, adv., *thus, so*.
 siccō, 1, *dry, drain*; (de-siccate).
 Sicilia, -ae, f., SICILY.
 sicut, *just as, like*.
 signum, -ī, n., *signal, watchword, standard*; (signal).
 silēō, -ēre, -uī, —, *be SILENT, keep SILENT*.
 silva, -ae, f., *forest, woods*; (silvan).
 Silvius, -ī, m., SILVIUS, the second king of Alba Longa.
 similis, -e, adj., *like*, SIMILAR.
 simplex, -icis, adj., *plain, frank, straightforward*, SIMPLE.
 simul, adv., *at the same time*;
 simul atque = *as soon as*.
 sine, prep. w. abl., *without*.
 singulāris, -e, adj., *one at a time, SINGLE, alone*; (singular).
 singulī, -ae, -a, adj., *one at a time, one each, several, separate*.
 sinō, -ere, -sivī, situs, *allow, suffer, permit*.
 sinus, -ūs, m., *curve, fold, hollow, lap*.
 sive, conj., *or if*; sive —, sive, *whether —, or*.
 socer, -erī, m., *father-in-law*.
 societās, -ātis, f., *partnership, SOCIETY*.
 socius, -ī, m., *companion, comrade, ally*; (social).
 sōl, sōlis, m., *sun*; (solar).
 solēō, -ēre, —, solitus sum, semi-
 dep., *be accustomed, be used*.
 sollicitō, 1, *trouble, move, tempt, (solicit)*.
 sollicitūdō, -inis, f., *anxiety, SOLICITUDE*.
 solum, adv., *only*; nōn solum—
 sed etiam = *not only—, but also*,
 sōlus, -a, -um, adj., *alone, only, SOLE*.
 solvō, -ere, solvī, solūtus, *loosen, release, pay*; (solve).
 somnus, -ī, m., *sleep*; (somnia-
 bulbist).
 sonitus, -ūs, m., *sound, noise*.
 soror, -ōris, f., *sister*.
 Sp., abbreviation for SPURIUS,
 a Roman praenomen.

spatium, -ī, n., *distance, time, SPACE*.
 speciēs, eī, f., *appearance, pre-
 tense*; (species).
 spectāculum, -ī, n., *show, sight, SPECTACLE*.
 spectō, 1, *look at, behold*; (inspect).
 speculator, -ārī, -ātus, *spy out, watch*; (speculate).
 spērātus, see spērō.
 spērō, 1, *hope for, trust*; (de-
 sperate).
 spēs, eī, f., *hope*.
 spina, -ae, f., *thorn, SPINE*.
 splendēō, -ēre, —, —, *shine, glitter*;
 (splendor).
 splendidus, -a, -um, adj., *bright, brilliant, SPLENDID*.
 spoliō, 1, *plunder, strip, rob, pillage, SPOIL*.
 spondeō, -ēre, spondī, spōnsus, *vow, promise*; (re-pond).
 Spurius, -ī, m., SPURIUS, a Roman praenomen.
 stabulum, -ī, n., *stable, barn*.
 statim, adv., *at once, immediately*.
 statua, -ae, f., *image, STATUE*.
 statuō, -ere, -uī, statūtus, *decide, determine*; (statute).
 stella, -ae, f., *star*; (stellar).
 stipendiārius, -a, -um, adj., *tributary*; m. as subst., *tribute payer, tributary*.
 stipendium, -ī, n., *tax, tribute, STIPEND*.
 stō, stare, stetī, status, *stand, stand still*.
 strangulō, *throatle, choke, STRANGLE*.
 stringō, -ere, -inxī, -ictus, *bind, unsheathe, draw*; (strict).
 studeō, -ēre, -uī, —, *be anxious, be eager for, pursue, desire*; (studious).
 studium, -ī, n., *zeal, eagerness, endeavor, STUDY*.
 stultus, -a, -um, adj., *foolish, dull, stupid*; (stultify).
 stupeō, -ēre, -uī, *be stunned, be amazed*; (stupid).
 stuprō, 1, *offer violence to, dishonor*.
 suādēō, -ēre, -sī, -sus, *advise, urge, PERSUADE*.

- sub, prep., w. abl., acc., *under, below.*
- subiciō, -ere, -iēcī, -iectus, *set under, make SUBJECT, expose.*
- subigō, -ere, -ēgī, -āctus, *overcome.*
- subinde, adv., *immediately after, forthwith.*
- subitō, adv., *suddenly, at once.*
- sublātus, adj., *elevated, proud.*
- Sublicius, -a, -um, adj., *resting on piles; pōns = the Sublician bridge.*
- subministrō, -are, -āvi, -ātus, *supply, give, furnish.*
- subsequor, -ī, secūtus, *follow up, pursue.*
- subveniō, -īre, -vēni, -ventus, *come to help, assist; (subvention).*
- succēdō, -ere, -cessī, -cessus, *take the place of, follow, SUCCEED.*
- successor, -ōris, m., *follower, SUCCESSOR.*
- successus, ūs, m., *advance, good result, SUCCESS.*
- succlāmō, 1, *cry out in response, shout in answer.*
- Suessa Pomētia, f., *a city of Latium.*
- Suēvī, -ōrum, m., plur., *the Suēvī, a German tribe.*
- suī, reflex. pron., *himself, herself.*
- Sulla, -ae, m., SULLA.
- sum, esse, fui, futūrus, *be, exist.*
- summus, -a, -um, adj., sup., *highest, supreme, chief, top of, SUMMIT of.*
- sūmō, -ere, sūmpsi, sūmptus, *take, obtain, ASSUME.*
- super, prep. w. abl., acc., *over, above, during.*
- Superbus, -i, m., *Tarquinius Superbus.*
- superincidō, -ere, —, —, *fall from above.*
- superior, -ius, adj., comp., *higher, earlier, upper, SUPERIOR, stronger, preceding.*
- superō, 1, *beat, conquer, win from, excel, pass over, cross.*
- supersum, -esse, -fui, —, *be left, be over, remain.*
- superus, -a, -um, adj., *above, upper.*
- supplicium, -ī, n., *punishment, torture.*
- supputātiō, -ōnis, f., *reckoning.*
- suprā, prep. with acc., *more, above, beyond, by, over.*
- suprēmus, -a, -um, adj., sup., *highest, latest, last; (supreme).*
- suscipiō, -ere, -cēpi, -ceptus, *take up, assume.*
- suspiciō, -ōnis, f., *distrust, SUSPICION.*
- suspisor, -ārī, -ātus, *SUSPECT, surmise.*
- suspīrium, -ī, n., *sigh, deep breath.*
- sustineō, -ēre, -tinui, -tentus, *hold, support, hold out, check, endure, restrain; (sustain).*
- suus, -a, -um, pron. poss., *of oneself, his, her, its, their.*

T

- T., abbreviation for TITUS, a Roman praenomen.
- tabellārius, -ī, m., *postman, messenger.*
- tabula, -ae, f., *plank, tablet; (table).*
- taceō, -ēre, cui, -citus, *be silent, keep silent; (tacit).*
- tālis, -e, adj., *such, of such a kind.*
- talpa, -ae, f., *mole.*
- tam, adv., *so, so much.*
- tamen, adv., *however, nevertheless, still, yet.*
- tametsī, conj., *though, although.*
- tamquam, adv., *as if, just as.*
- tandem, adv., *at length, finally.*
- tangō, -ere, tetigī, tāctus, *touch, reach, affect; (tangible).*
- tanta, -ōrum, n., plur. as subst., *such great things.*
- tantus, -a, -um, adj., *so great, such; esse tantī = be of importance, be of value.*
- tardē, adv., *slowly, late, too late.*
- tarditās, -ātis, f., *slowness, TARDINESS.*
- tardius, adv., comp., *too slowly.*
- tardō, 1, *check, prevent, RETARD.*
- tardus, -a, -um, adj., *slow, sluggish, TARDY.*
- Tarquinius, -ī, m., *TARQUINIUS; m. plur., the Tarquins.*

- Tatius, -ī, m., **TATIUS**.
 taurus, -ī, m., *ox, bull*.
 -te, a suffix of tū, see tū.
 tegō, -ere, tēxi, tēctus, *cover, hide*,
 PROTECT.
 tēlum, -ī, n., *weapon, javelin*.
 temerē, adv., *rashly, without good
 reason*.
 tempestās, -ātis, f., *time, weather,
 storm*, TEMPEST.
 templum, -ī, n., TEMPLE.
 tempore, adv., *in time, in due
 time, seasonably*.
 temptō, -āre, -āvī, -ātus, *try,
 test, incite*, TEMPT.
 tempus, -oris, n., *time*; (tempo-
 rary).
 teneō, -ēre, tenuī, —, *hold, have
 possession of, keep, restrain;*
 (retain, tenable).
 tener, -era, -erum, adj., *soft, deli-
 cate*, TENDER.
 ter, num. adv., *three times, thrice*.
 tergiversor, -āri, -ātus, *delay, evade*.
 tergum, -ī, n., *back*; terga vertere
 = *to flee*; ā tergō, *behind, in the
 rear*.
 terminō, 1, *bound, end*, TERMINATE.
 ternī, -ae, -a, num. adj., *three each*.
 terra, -ae, f., *land, earth*; (terrace).
 terreo, -ēre, -uī, -itus, *alarm,
 frighten*, TERRIFY.
 terribilis, -e, adj., *frightful, dread-
 ful*, TERRIBLE.
 territō, -āre, —, *alarm, frighten*.
 territorium, -ī, —, n., *domain*, TER-
 RITORY.
 terror, -ōris, m., *fright, dread*,
 TERROR.
 tertius, -a, -um, ord. num., *third*.
 testāmentum, -ī, n., *will*, TESTA-
 MENT.
 testimōnium, -ī, n., *witness, proof*.
 TESTIMONY.
 Ti., abbreviation for TIBERIUS, a
 Roman praenomen.
 Tiberis, -eris, m., *the TIBER*, river
 on which Rome is situated.
 Tiberius, -ī, m., a Roman praen-
 omen; Tiberius, *successor of
 Augustus*.
- Ticinus, -ī, m., *the Ticinus*.
 timeō, -ēre, -uī, —, *fear, dread, be
 afraid of*.
 timidus, -a, -um, adj., *cowardly,
 fearful*, TIMID.
 timor, -ōris, m., *fear, alarm,
 dread*; (timorous).
 Titūrius, -ī, m., TITURIUS, Caesar's
 lieutenant.
 Titus, -ī, m., TITUS, a Roman
 praenomen.
 toga, -ae, f., a TOGA, *citizen's
 cloak*.
 tollō, -ere, sustulī, sublātus, *raise,
 lift up, put aside, take away,
 take on board, carry*; (extol).
 tonsōrius, -a, -um, adj., *of a barber*,
 TONSORIAL.
 tōnsor, -ōris, m., *barber*.
 tot, adj. num. indecl., *so many,
 such a number of*.
 totiēns, num. adv., *so often, so
 many times*.
 tōtus, -a, -um, adj., *all, the whole,
 entire*; (total).
 trādō, -ere, -didī, -ditus, *give up,
 deliver, say, relate*; (tradition).
 trādūcō, -ere, dūxi, ductus, *lead
 across, carry over* (traduce).
 trahō, -ere, trāxi, tractus, *lead
 along, take along* (tract), suspi-
 ria trahere = *heave sighs*.
 trāciō, -ere, -ieci, -iectus, *pierce,
 stab through*.
 trāiectus, ūs, m., *crossing over,
 passage*.
 trānō, 1, *swim across, swim over*.
 trāns, prep. w. acc., *across, on the
 other side*.
 trānsēō, -īre, -īvī, (ii) -itus, *go be-
 yond, cross, go across*.
 trānsportō, 1, *carry across*, TRANS-
 PORT.
 Trasimēnus, ī, m., *the TRASIMENUS*.
 Trebia, ae, f., TREBIA.
 trepidō, 1, *be in confusion, be
 agitated*; (trepidation).
 trēs, tria, car. num., *three*.
 tribūnus, ī, m., TRIBUNE.
 tribūtum, ī, n., *gift*, TRIBUTE.
 tricēsimus, -a, -um, ord. num.,
thirtieth.

triciēs, num. adv., *thirty times*;
tricies centena, *thirty times a
hundred*.
trīgintā, card. num., *thirty*.
trīticum, i, n., *wheat*.
triumphō, -āre, -āvī, -ātus, *march in
triumphal procession*, TRIUMPH.
Troia, ae, f., TROY.
Troianus, a, um., adj., *of Troy*;
m., as subst., *a Trojan*.
tū, pers. pron., *you, thou* (made
emphatic by suffix -te, tūte).
tuba, ae, f., *trumpet*; (tube).
tueor, ēri, tūtus, *maintain, keep
up, care for*.
Tullia, ae, f., TULLIA.
Tullius, i, m., TULLIUS.
Tullus, i, m., TULLUS.
tum, adv., *at that time, then*
tunc, adv., *then, just then*.
turbō, 1, *disorganize, unsettle*,
DISTURB.
turpis, e, adj., *base, disgraceful
dishonorable*; (turpitude).
turris, -is, f., *a TOWER*; (turret).
Tuscī, ōrum, m., TUSCĪ.
tūtō, adv., *safely, securely*.
tūtus, a, um., adj., *safe, secure*.
tuus, a, um., pron. poss., *thy,
thine, your, yours*.
tyrannus, i, m., *despot, absolute
ruler*, TYRANT.

U

ubi, adv. relat., *where, when*;
interrog., *where? when?*
ūllus, -a, -um., adj., *any, any one*.
ūltimus, -a, -um., adj. sup., *last,
farthest, most distant*; (ultimate).
ūltrā, prep. w. acc., *on that side
of, beyond*; (ultra).
ūltrō, adv., *voluntarily, on one's
own account*.
umbra, -ae, f., *shade, shadow*;
(umbrella).
umerus, -i, m., *upper arm, shoulder*;
(humerus).
umquam, adv., *ever*.
ūnā, adv., *at the same time, at
once, together*.
unda, -ae, f., *wave*; (in-undate).

unde, adv., relat. and interrog.,
from which place, whence.
ūndecimus, -a, -um., ord. num.,
eleventh.
undique, adv., *from all sides, on all
sides, everywhere*.
ūnus, -a, -um., card. num., *one*;
(union).
urbs, urbis, f., *city*; (urban).
ursus, -ī, m., *bear*.
ūsque ad, adv., *all the way to, as
far as, up to, clear to*.
ūsūra, -ae, f., *use, enjoyment*;
(usury).
ūsus, -ūs, m., USE, *advantage, need,
skill, experience, service*.
ut, conj., *that, in order that, as*;
ut primum = *as soon as*.
uter, -tra, -trum, pron., *which of
two, whichever*.
uterque, utraque, utrumque, pron.,
each one, both.
uti, see ut.
ūtilis, e, adj., *profitable, service-
able, useful*; (utility).
utinam, adv., *oh that; if only*;
would that!
ūtor, ūti, ūsus, dep., *enjoy, take
advantage of*, USE.
utrum, adv., *indirect question ex-
pressed in English only by mark
of interrog.; in ind. ques., whether*.
uxor, -ōris, f., *wife*; (uxorius).

V

vacca, -ae, f., *cow*; (vaccinate).
vacuus, -a, -um., adj., *empty, void*,
VACANT.
vagor, -ārī, -ātus, *wander, go about*;
(vagrant).
valdē, adv., *greatly, very much*.
valēns, -ntis, adj., *well*.
valeō, -ēre, -uī, -itūrus, *be in health,
be well, farewell* (as greeting).
validus, -a, -um., adj., *strong, power-
ful*; (valid).
vallis, is, f., *vale*, VALLEY.
vānus, -a, -um., adj., *useless, VAIN*.
vāstō, 1, *lay waste, DEVASTATE*.
-ve, conj., enclitic, *or, as you
please*.

- vectigal, -ālis, n., *tax, toll, tribute, revenue.*
 vectigālis, -e, adj., *paying tribute, tributary*; m., *as subst., tribute-payer.*
 vehementer, adv., *violently, greatly*; (vehement).
 Vēientēs, -um., plur., *the VEIENTES.*
 vel., adv., *or*; vel—vel, *either—or.*
 vēlōx, -ōcis, adj., *fast, swift, speedy*; (velocity).
 velut, adv., *like, just as, as.*
 vēnālis, -e, adj., *to be sold, for sale,* VENAL.
 vēndō, -ere, -didī, -ditus, *sell,* VEND.
 venēnum, -ī, n. *poison, drug,* VENOM.
 Veneticus, -a, -um., adj., *of the Veneti, Venetian.*
 venia, -ae, f., *pardon, forgiveness.*
 veniō, -ire, vēnī, ventus, *come, go*; (convene, convent).
 ventus, -ī, m., *wind*; (vent).
 Venus, -eris, f., VENUS, *goddess of love.*
 venustus, -a, -um., adj., *charming, beautiful, winning.*
 vēr, vēris, n., *the spring (of year)*; (vernal).
 verbum, -ī, n., *word*; (verbal, verb).
 vereor, -ēri, -itus, *fear, be afraid, dread.*
 vēritās, -ātis, f., *truth, reality*; (verity).
 vērō, adv., *in truth, certainly, to be sure*; ita vērō = *certainly.*
 versus, -ūs, m., *line, VERSE.*
 versus, prep. w. acc., *towards, facing*; (adverse).
 vertō, -ere, -tī, -sus, *to turn, direct*; terga vertere = *to flee*; (re-vert, con-vert).
 verum, adv., *doubtless, but notwithstanding.*
 vērum, -ī, n., *truth, reality, fact.*
 vērus, -a, -um., adj., *true, real, genuine.*
 vēscor, -ī, —, *eat.*
 vesper, -erī, m., *evening*; (vesper).
 vespera, -ae, f., *evening.*
 vesperi, adv., *in the evening.*
 vestālis, -e, adj., *of Vesta, VESTAL.*
 vester, -tra, -trum, pron. poss., *your, yours, of you.*
 vestimentum, -ī, n., *clothing, dress*; (vestment).
 vestis, -is, f., *clothing, clothes, dress*; mūtāre vestem = *to change one's garments (for disguise)*; (vest).
 vestitus, -ūs, m., *dress, clothing, attire.*
 vetō, -āre, -uī, -itus, *forbid, prohibit,* VETO.
 Vētūria, -ae, f., *Veturia, mother of Coriolanus.*
 vetus, -eris, adj., *old, aged, ancient*; (veteran).
 via, -ae, f., *road, path, WAY.*
 vicēsimus, -a, -um., ord. num., *twentieth.*
 vicīnus, -ī, m., *neighbor*; (vicinity).
 vicīnus, -a, -um., adj., *near, neighboring.*
 victor, -ōris, m., *conqueror, VICTOR.*
 victōria, -ae, f., *success, triumph, VICTORY.*
 vicus, -ī, m., *village, ward, street.*
 vidēō, -ere, vidī, visus, *see, perceive*; in pass., *be seen, seem, appear*; (visible).
 vidua, -ae, f., *WIDOW.*
 vigilō, 1, *watch, guard*; (vigil).
 vīgintī, card. num., *twenty.*
 villa, -ae, f., *county-house, VILLA.*
 Vimināles, -e, adj., *VIMINAL.*
 vinciō, -īre, vinxī, vinctus, *tie, fetter, bind.*
 vincō, -ere, vicī, victus, *conquer, overcome*; (convince).
 vinculum, -ī, n., *chain, fetter, bond.*
 vindicō, 1, *claim, demand*; (vindicate).
 violō, 1, *treat with violence, injure,* VIOLATE.
 vir, virī, m., *man, husband*; (virile).
 virgō, -inis, f., *maiden, VIRGIN.*
 virtūs, -ūtis, f., *courage, excellence, VIRTUE.*
 vīs, vīs, f., (pl., virēs, -ium), *strength, force, power, abundance, quantity.*

- visitō, 1. *go to see*, VISIT.
 visō, -ere, -visi, visus, -sus, *go to see*,
view, visit.
 vita, -ae, f., *life*; (vital).
 vitium, -ī, n., *fault, vice.*
 vitō, 1, *avoid, shun, escape.*
 vitrum, -i, n., *glass, crystal.*
 vivō, -ere, vixi, —, *live, reside*;
 (survive).
 vix, adv., *with difficulty, scarcely*,
hardly.
 vocābulum, -ī, n., *name, appella-*
tion; (vocabulary).
 vocō, 1, *call, summon, name*;
 (vocation).
 vulnerō, see vulnerō.
 volō, 1, *fly*; (volatile).
 volō, velle, voluī, —, *wish, choose*,
be willing.
 Volsci, -ōrum, m. plur., *the Vosci.*
 volucer, -cris, -cre, adj., *flying*,
winged; f. as subnt., *bird.*
 Volumnia, -ae, f., VOLUMNIA, wife
 of Coriolanus.
 voluntās, -ātis, f., *will, wish*; (vol-
 untary).
 vōs, personal pron., plur. of tū,
you.
 vox, vōcis, f., *word, VOICE*; (vocal).
 vulnerō, 1, *hurt, injure, wound*;
 (vulnerable).
 vulnus, -eris, n., *wound.*
 vulpēs (volpēs), -is, f., *fox.*
 vultus, -us, m., *countenance.*

Z

Zephyrus, -ī, m., *the west wind*,
 ZEPHYR.

ENGLISH-LATIN

This vocabulary contains all the words used in the English-Latin exercises. Also, we have made liberal additions of such words as may be needed in the various voluntary exercises provided for in the text.

- a*, art., commonly not translated.
able (*be*), possum, posse, potuī
about, adv., circiter; prep. dē (w. abl.).
abundance, cōpia, -ae, f.
accompany, comitor, -arī, -ātus.
across, prep., trāns (w. acc.)
advice, cōsiilum, -ī, n.
afraid (*be*), *afraid of* (*be*), timeō,
 -ēre, -uī.
after, conj., postquam; prep., post
 (w. acc.)
again, adv., iterum.
against, prep., contrā (w. acc.)
aid, auxilium, -ī, n.
alive, adj., vivus, -a, -um.
all, adj., omnis, -e.
almost, adv., fere; paene.
already, adv., iam.
also, adv., etiam.
always, adv., semper.
among, prep., inter (w. acc.)
ancient, adj., antiquus, -a, -um.
and, conj., et, atque.
animal, animal, -ālis, n.
anybody, quispiam; quisquam.
anything, pron., quidquam; ali-
 quid.
appearance, speciēs, -eī, f.; fōrma,
 -ae, f.
apple, mālum, -ī, n.; pōmum, -ī, n.
appoint, faciō, 3.
approve, probō, 1.
April, adj., Aprilis, -is.
army, exercitus, -ūs, m.
arrow, sagitta, -ae, f.
as—as, tam—quam.
Asia, Asia, -ae, f.
ask, rogō, 1.
ask for, postulō, 1.
assistant, minister, -trī, m.
as soon as, cum primum.

at, prep., in (w. abl.); names of towns, loc. or abl. without *a*. prep.

athlete, athlēta, -ae, m.

at-home, domī (locative).

at-night, adv., noctū.

at one time, at the same time, simul.

attack, impetus, -ūs, m.

attack, oppugnō, 1.

at that time, adv., tum.

at the same time, adv., simul.

B

bad, adj., improbus, -a, -um; malus, -a -um.

badly, adv., male.

ball, pila, -ae, f.

barbarian, barbarus, -ī, m.

barn, horreum, -i, n.

basket, cista, -ae, f.

battle, proelium, -ī, n.; pugna, -ae, f.

be (to), sum, esse, fui, futūrus.

beat, superō, 1.

beautiful, adj., pulcher, -chra, -chrum.

beauty, fōrma, -ae, f.; speciēs, -ei, f.

because, conj., quod, quia, quoniam.

beech, fāgus, -ī, f.

before, conj., priusquam; prep., ante (w. acc.).

beg, orō, 1; petō, -ere, -ivī, itus.

behind, prep., post (w. acc.).

believe, credō, -ere, -didī, -ditus.

best, adv., sup., optimē.

better, adj. comp., mēlior, melius; adv., melius.

between, prep., inter (w. acc.).

bird, avis, -is, f.

black, adj., niger, -gra, -grum.

blame, reprehendō, -ere, -di, -hēnsus; culpō, 1.

boat, nāvicula, -ae, f.

book, liber, -bri, m.

boot, calceus, -ī, m.

both, pron., uterque, utraque, utrumque.

bound, dēfīniō, 4.

box, cista, -ae, f.

boy, puer, -erī, m.

brave, adj., fortis, -e.

bread, pānis, -is, m.

bring, portō, 1; dūcō, 3.

bring about, efficiō, 3.

bring-out, ēdūcō, 3.

Britain, Britannia, -ae, f.

broad, adj., lātus, -a, -um.

brother, frāter, -tris, m.

Brutus, Brutus, -ī, m.

building, aedificium, -ī, n.

burn, incendō, -ere, -dī, -cēnsus.

but, conj., sed.

but even, sed etiam.

buy, emō, -ere, ēmī, ēmptus.

by (of place), prep., ad (w. acc.); of agent, ā, ab, abs (w. abl.).

C

Caesar, Caesar, -aris, m.

call, vocō, 1.

camp, castra, -ōrum, n. pl.

can, possum, posse, potuī.

cap, pilleus, -ī, m.

care, cūra, -ae, f.

care for, cūrō, 1.

carefully, adv., cum cūrā.

carry, portō, 1.

carry-on, gerō, -ere, gessī, gestus.

case, causa, -ae, f.

Cassius, Cassius, -ī, m.

cause, causa, -ae, f.

catch, capiō, 3.

cavalry, equitātus, -ūs, m; adj., equester, -tris, -tre.

cent, centēsima, -ae, f.

certain, pron., quidam, quaedam, quiddam (quoddam).

certainly, adv., certē.

change, mūtō, 1.

cheese, caseus, -ī, m.

children, liberī, -ōrum, m., pl. puerī, -orum, m., pl.

Cicero, Cicerō, -ōnis, m.

circus, circus, -ī, m.

city, urbs, urbis, f.

Claudius, Claudius, -ī, m.

clear, adj., clārus, -a, -um.

clerk, scriba, -ae, m.

Clodius, Clodius, -ī, m.

clothes, vestimentum, -ī, n.

clothing, vestimentum, ī, n.

coach, raeda, -ae, f., (ferrea raeda = train).

cold, adj., frigidus, -a, -um.
come, veniō, ire, vēnī, ventus.
come back, reveniō, 4.
commander, dux, ducis, m.; imperātor, -ōris, m.
common people, plēbs, plēbis, f.
community, civitatās, -ātis, f.
conquer, superō, 1.
consul, cōsul, -ulis, m.
contain, teneō, -ere, tenuī, —; habeō, 2.
Cornelius, Cornēlius, -ī, m.
count, numerō, 1.
country, patria, -ae, f; terra, -ae, f.
country-house, villa, -ae, f.
courage, virtūs, -ūtis, f.; animus, -ī, m.
cover, tēgō, -ere, tegī, tectus; obscurō, 1.
cow, vacca, -ae, f.
crown, corōna, -ae, f.
cut, secō, -āre, secuī, sectus.

D

daily, adj., cotidiānus, -a, -um.
danger, periculum, -ī, n.
dangerous, adj., periculōsus, -a, -um.
daughter, fīlia, -ae, f.
day, diēs, -ēī, m.
dead, adj., mortuus, -a, -um.
dear, adj., cārus, -a, -um.
death, mors, mortis, f.
debate, disputō, 1.
Decimus, Decimus, -ī, m.
decorate, ōrnō, 1.
deep, adj., altus, -a, -um.
defend, dēfendō, -ere, -dī, -fēnsus.
delight, dēlectō, 1.
Delphi, Delphī, -ōrum, m. pl.
desire, optō, 1.
difficult, adj., difficilis, -e.
dig, fodiō, -ere, fōdī, fossus.
dine, cēnō, 1.
dinner, cēna, -ae, f.
dismiss, dimittō, 3.
do, faciō, -ere, fēcī, factus; gerō, -ere, gessi, gestus.
doctor, medicus, -ī, m.
dog, canis, -is, m.
dollar, nummus, -ī, m.
door, porta, -ae, f.

dove, columba, -ae, f.
down-from, ē, ex, dē (w. abl.).
drain, siccō, 1.
dress, vestitus, -ūs, m.
duty, officium, -ī, n.

E

each, pron., quisque (quaeque), quidque (quodque).
eager (to be), studeō, -ēre, -uī, —.
eagle, aquila, -ae, f.
earlier, adj. comp., prior, prius; superior, -ius.
early, adv., māne.
earn, mereō, 2.
earth, terra, -ae, f.
easily, adv., facile.
easy, adj., facilis, -e.
eat, edō, ere, ēdī, ēssus; vescor, -ī, —.
effort, opera, -ae, f.
egg, ōvum, -ī, n.
eight, card. num., octō.
eighteen, card. num., duodēviginti.
either—or, aut—aut.
elephant, elephantus, -ī, m.
end, finis, -is, m.
enemy, hostis, -is, m.; inimicus, -ī, m.
epistle, litterae, -ārum, f. pl.
equestrian, adj., equester, -tris, -tre.
escape, fugiō, -ere, fūgī, —.
Europe, Eurōpa, -ae, f.
evening, vespera, -ae, f.; vesper, -erī, m.
ever, adv., umquam.
every, adj., omnis, -e.
everything, omnia, -ium, n. pl.
even, adv., etiam.
excel, superō, 1; praestō, -are, -stiti, -stitus.
except, prep., praeter (w. acc.).
exercise, scriptum, -ī, n.
expect, expectō, 1.
explain, expōnō, -ere, -posuī, -positus.
eye, oculus, -ī, m.

F

fable, fābula, -ae, f.
fairness, iūstitia, -ae, f.
faithful, adj., fidēlis, -e.

family, familia, -ae, f.
farmer, agricola, -ae, m.
fast, adj., vēlōx, -ōcis; adv., cele-
 riter; vēlōciter.
father, pater, -tris, m.
fault, culpa, -ae, f.
fear, timor, -ōris, m.
fear, timeō, -ēre, -ui, —.
feel, sentiō, -ire, sensi, sēnsus.
few, adj., paucī, -ae, -a; pauca,
 -ōrum, n. pl.
field, ager, agrī, m.
fifteen, card. num., quīndecim.
fifteen times, num. adv., quīnde-
 ciēns.
fifty, card. num., quīnquāgintā.
fight, pūgna, -ae, f.
fight, pūgnō, 1.
find, reperīō, -ire, repperī, repertus.
finish, conficiō, 3.
fir, abiēs, -ētis, f.
fire, ignis, -is, m.
first, adj., primus, -a, -um; adv.,
 primum.
fish, piscis, -is, m.
fit-out, ornō, 1.
five, card. num., quīnque.
fleet, classis, -is, m.
fly, volō, 1.
food, cibus, -ī, m.
foolish, adj., stultus, -a, -um.
for, conj., nam; enim.
for, prep., ad (with acc.).
forces, cōpiae, -ārum, f. pl.
forest, silva, -ae, f.
fort, castellum, -ī, n.
for-the-first-time, primum, adv.
for-the-sake-of, causā (w. gen.).
forty, card. num., quadrāginta.
forum, forum, -ī, n.
fountain, fōns, fontis.
free, liberō, 1.
freedom, libertās, -ātis, f.
fresh, adj., recēns, -entis.
friend, amicus, -ī, m.
friendly, adj., amicus, a, um.
friendship, amicitia, -ae, f.
from, prep., ē, ex, dē (w. abl.).
fruit, frūctus, -ūs, m.
full, adj., plēnus, a, um.

G

game, lūdus, -ī, m.
gather, colligō, -ere, -lēgī, -lectus.
Gaul, Gallia, -ae, f.
garden, hortus, -ī, m.
garrison, praesidium, -ī, n.
general, imperātor, -ōris, m.; dux,
 ducis, m.
generous, amplus, -a, -um.
get, parō, 1; obtineō, -ēre, -uī,
 tentus.
get ready, parō, 1.
gift, dōnum, -ī, n.
girl, puella, -ae, f.
give, dōnō, 1; dō, dare, dedī, datus.
go, veniō, -ire, vēnī, ventus; -eō,
 -īre, -iī, -itus.
go away, discēdō, -ere, -cessī,
 -cessus.
God, deus, ī, m.
goddess, dea, -ae, f.
gold, aurum, -ī, n.
good, adj., bonus, -a, -um.
governor, gubernātor, -ōris, m.
grain, frūmentum, -ī, n.
grandfather, avus, -ī, m.
great, māgnus, -a, -um.
grove, nemus, -oris, n.

H

hair, capillus, -ī, m.; coma, -ae, f.
happen, accidō, -ere, -cidī, —.
harbor, portus, -ūs, m.
hard, adj., difficilis, -e.
hardly, adv., vix.
harm, iniūria, -ae, f.
hasten, properō, 1.
have, habeō, -ēre, -uī, -itus.
hay, faenum (fēnum), -ī, n.
he, his, etc., is, ēius, etc.; if reflex.
 use suī, sibi.
head, caput, -itis, n.
hear, audiō, 4.
help, iūvō, -āre, iūvī, iūtus;
 subveniō, 4.
help, auxilium, -ī, n.
hen, gallina, -ae, f.
here, adv., hic.
high, adj., altus, -a, -um.
hill, collis, -is, m.
holiday, fēriae, -ārum, pl.

home, i. e., *to the house*, domum, acc.

honorable, adj., honestus, -a, -um.

hope, spēs, f.

horse, equus, -ī, m.

horseman, eques, equitis, m.

hostile, adj., inimicūs, -a, -um.

hot, adj., calidus, -a, -um.

house, domus, -ūs, f.

how long, quamdiū.

how-many-times, quotiēns.

hunt-for, quaerō, -ere, quaesivī, -itus.

hurry, matūrō, 1; contendō, -ere, -tendi, -tentus.

husband, vir, viri, m.

I

I, personal pron., ego, meī, etc.

if, conj., si.

imitate, imitor, -ārī, -atus.

important, magnus, -a, -um.

in, prep., in (w. abl. or acc.).

in behalf of, prep., prō (w. abl.).

infantry, adj., pedester, -tris, -tre.

infantry-force, peditātus, -ūs, m.

injury, iniūria, -ae, f.

ink, atramentum, -ī, m.

in order to, ut, conj.

intelligent, adj., prudēns, -entis.

into, prep., in (w. acc.).

invite, invitō, 1.

island, insula, -ae, f.

it, pron., id. (is, ea, id).

Italy, Italia, -ae, f.

itself, reflex. pronoun suī, sibi.

J

jewel, gemma, -ae, f.

journey, iter, itineris, n.

joy, gaudium, -ī, n.

K

keen, adj., ācer, ācris, ācre.

keep, habeō, 2; teneō, 2.

keep from, prohibeō, 2.

kill, interficiō, 3; neco, 1.

kind, genus, -eris, n.

kindly, adv., liberāliter.

kindness, beneficium, -ī, n.

king, rēx, rēgis, m.

kingdom, rēgnum, -ī, n.

kitchen, culina, -ae, f.

know, sciō, -īre, -ivī, -itus.

L

lake, lacus, -ūs, m.

land, terra, -ae, f.

large, adj., magnus, -a, um.

last, adj. sup., proximus, -a, -um.

Latin, Latin language, Latīnum,

-ī, n.

Latin, adj., Latinus, -a, -um.

Latin, adv., Latīnē.

laugh at, rideō, -ēre, -sī, -sus.

lay (of fowls), pariō, -ere, peperī,

partus.

lazy, adj., piger, -gra, -grum.

lead, dūcō.

leader, dux, ducis, m.

learn, discō, -ere, didicī, —.

learn-by-heart, perdiscō, 3.

leave, relinqūō, -ere, -liqūī, -lictus.

legion, legiō, -ōnis, f.

less, adv. comp., minus.

lesson, pēnsūm, -ī, n.

letter (of alphabet), littera, -ae, f.;

(of writing), litterae, -ārum,

f., pl.

liberty, libertās, -ātis, f.

lie, to speak falsely, mentior,

-īrī, -itus.

light, lūx, lūcis, f.

life, vīta, -ae, f.

lift-up, tollō, -ere, sustulī, sub-

lātus.

like, adj., similis, -e (w. dat.).

like, amō, 1.

lion, leō, -ōnis, m.

listen to, audiō, 4.

little, adj., parvus, -a, -um.

little, adv., paulum.

live, vivō, -ere, vivī, —.

long, adj., longus, -a, -um; adv.,

longē, diū; *no longer*, nōn iam.

look-at, spectō, 1.

look-for, quaerō, -ere, quaesivī,

quaesītus.

look out (for), provideō, 2.

lose, āmittō, 3.

loud, adj., magnus, -a, -um.

love, amō, 1.

M

machine, māchina, -ae, f.
maiden, virgō, -inis, -f.
make, faciō, 3.
man, homō, -inis, m.; vir, virī, m.
many, adj., multī, -ae, a.
marry, in mātirimōnium dūcere.
master, magister, -trī, m.; dominus, -i, m.
matrimony, mātirimōnium, -ī, n.
meet, occurrō, -ere, -currī, cursus.
memory, memōria, -ae, f.
mile, mille passus.
mind, animus, -ī, m.; mēns, mentis, f.
miss, dēsiderō, 1.
mistake, mendum, -ī, n.
money, pecūnia, -ae, f.
month, mēnsis, -is, f.
moon, lūna, -ae, f.
more, adv. comp., magis.
more, plūs, plūris, n., as subst.; adj., plūs, plūris.
mosquito, culex, -icis, m.
mother, māter, -tris, f.
mountain, mōns, montis, m.
move, movē, -ere, mōvi, mōtus.
much, multum, -ī, n.
much, adj., multus, -a, -um.
must, debēō, 2.
my, poss. adj., meus, -a, -um.

N

name, nōmen, -inis, n.
name, nōminō, 1.
nation, nātiō, -ōnis, f.
native-land, patria, -ae, f.
nature, natūra, -ae, f.
naughty, adj., improbus, -a, -um.
near, prep., ad, apud (w. acc.).
never, adv., numquam.
new, adj., novus, -a, -um.
news, nūntius, -ī, -m.
New York, Novum Eborācum.
next, adj. sup., proximus, -a, -um.
night, nox, noctis, f.
no (in an answer), nōn, neg. adv.; minimē, adv.
no, adj., nullus, -a, -um.
noble, adj., nobilis, -e.
nobody, nemō (-inis), m., f.
noise, sonitus, -ūs, m.

no-longer, iam nōn.
none, adj., nūllus, -a, um.
noon, meridiēs, acc. -em, abl. ē, m.
not, adv., nōn.
nothing, nihil, n., indecl.
notice, sentiō, -īre, sēnsi, sēnsus.
not only, nōn modo, nōn solum.
now, adv., nunc.
nuisance, negōtium, -ī, n.
number, numerus, -ī, m.

O

oar, rēmus, -ī, m.
of every sort, indef. pron., quīvis; quilibet.
of-good-family, honestus, -a, -um.
officer, magistrātus, -ūs, m.
often, adv., saepe.
old, adj., vetus, veteris.
omit, omittō, 3.
on, prep., in (w. abl. or acc.).
on account of, prep., ob (w. acc.).
on the left, laevā, adv.
on the next day, adv., postridiē.
on the right, adv., dextra.
opinion, sententia, -ae, f.
or, in double question, an; aut.
orator, orātor, -ōris, m.
orchard, pōmārium, -ī, n.
order, imperō, 1; iubeō, -ēre, -iussī, iussus.
other, (the), adj., ceterus, -a, -um.
ought, dēbeō, 2.
our, poss. adj., noster, -tra, -trum.
ourselves, pron., pl. nōs.
out of, ē, ex, dē, prep. (w. abl.).
overcome, adj., perturbātus.
owe, dēbeō, 2.

P

pain (be in), doleō, -ēre, -uī, -itūrus.
paint, pingō, -ere, pinxī, pictus.
painting, pictūra, -ae, f.
paper, carta, -ae, f.
pardon (with dat.), ignōscō, -ere, -nōvī, -nōtus.
parent, parēns, -entis, m., f.
part, pars, partis, f.
pay, pendō, -ere, pependī, pēnsus,
pay attention, attendō, -ere, -tendī -tentus.

peace, pāx, pācis, f.
people, populus, ī, m.
perhaps, adv., fortasse.
perish, pereō, -ire, -ivī (ii),
 -itūrus.
picture, pictūra, -ae, f.
pigeon, columba, -ae, f.
pirate, pīrāta, -ae, m.
place, locus, ī, m.
plain, campus, -ī, m.
plan, cōgitō, 1.
plan, cōnsilium, -ī, n.; ratiō,
 -ōnis, f.
plant, serō, -ere, sēvī, satus.
play, lūdō, -ere, lūsī, lūsus.
pleasant, adj., grātus, -a, -um.
please, dēlectō, 1.
pleasing, adj., grātus, -a, -um.
plenty, cōpia, -ae, f.
plow, arō, 1.
plowman, arātor, -ōris, m.
poem, carmen, -inis, n.
poet, poēta, -ae, m.
Pompey, Pompēius, -ī, m.
power, potestās, -ātis, f.
praise, laus, laudis, f.
praise, laudō, 1.
prepare, parō, 1.
present, dōnum, -ī, n.
present, adj., praesēns, -entis.
president, praeses, -idis, m.
pretty, adj., pulcher, -chra, -chrum.
previously, adv., ante.
price, pretium, -ī, n.
promise, polliceor, -ēri, -itus.
protect, dēfendō, -ere, -di, -fensus;
 tegō, 3.
province, prōvincia, -ae, f.
Publius, Publius, -ī, m.
pupil, discipulus, -ī, m.
put in charge of, praeficiō, w. dat.

Q

quantity, vīs, vīs, f. (pl. virēs);
 copia, -ae, f.
queen, rēgina, -ae, f.
Quintus, Quintus, -ī, m.

R

raise, tollō, -ere, sustulī, sublātus.
read, recitō, 1; legō, -ere, lēgī,
 lectus.

read aloud, recito, 1.
ready, adj., parātus, -a, -um.
ready (be), parō, 1.
reason, causa, -ae, f.
receive, accipiō, -ere, -cēpī, -ceptus.
recent, adj., recēns, -entis.
recess, intervāllum, -ī, n.
recite, recitō, 1.
recover, recuperō, 1.
red, adj., ruber, -bra, -brum.
region, regiō, -ōnis.
relate, narrō, 1.
remarkable, singulāris, -e; clārus,
 -a, -um.
reply, respondeō, -ēre, -dī, -spōnsus.
rest, quies, -ētis, f.
rest of (the), adj., reliquus, -a, -um.
reward, praemium, -ī, n.
Rhine, Rhēnus, -ī, m.
rise, orior, oriri, ortus.
risk, periculum, -ī, n.
river, fluvius, -ī, m.; flūmen, -inis, n.
road, via, -ae, f.; iter, itineris, n.
rod, ferula, -ae, f.
Roman (a), Rōmānus, -ī, m.
Roman, adj., Rōmānus, -a, -um.
Rome, Rōma, -ae, f.
rose, rosa, -ae, f.
rough, adj., asper, -era, -erum.
row, ōrdō, -inis, m.
run, currō, -ere, cucurri, cursus.

S

safe, adj., tūtus, -a, -um.
sail, nāvigo, 1.
sailor, nauta, -ae, m.
St. Louis, Sanctus Ludovicus, m.
same, idem, eadem, idem.
savage, barbarus, -ī, m.
save, servō, 1.
say, dicō, 3.
scare, perterreō, -ēre, -uī, -itus.
scholar, discipulus, -ī, m.
school, schola, -ae, f.
sea, mare, -is, n.
see, videō, -ēre, vidī, -vīsus.
seize, occupō, 1; rapiō, -ere, -uī,
 raptus.
self, ipse, -a, -um.
sell, vendō, -ere, -didī, -ditus.
senate, senātus, -ūs, m.
send, mittō, 3.

sentence, sententia, -ae, f.
servant, servus, -ī, m.
service, officium, -ī, n.
set free, liberō, 1.
set under, subiciō, -ere, ieci,
 -iectus.
several times, aliquot, adv.
shadow, umbra, -ae, f.
she, ea (is, ea, id).
ship, nāvis, -is, f.
shoe, calceus, -ī, m.
short, adj., brevis, -e.
shut, claudō, -ere, -sī, -sus.
Sicily, Sicilia, -ae, f.
sick, adj., aeger, -gra, -grum.
sickness, morbus, -ī, m.
since, conj., cum.
sing, cantō, 1.
sister, soror, sorōris, f.
sky, caelum, -ī, n.
slave, servus, -ī, m.
small, adj., parvus, -a, -um.
snow, nix, nivis, f.
so, ita; sic; tam.
so far, adv., adhūc.
soldier, miles, -itis, m.
sometime, adv., aliquandō.
son, filius, -ī, m.
son-in-law, gener, -erī, m.
sort, genus, -eris, n.
so that, conj., ut.
speak, loquor, -ī, locūtus; dicō, 3.
speak-falsely, mentior, -irī, -ītus.
spear, tēlum, -ī, n; hasta, -ae, f.
speech, ōrātiō, -ōnis, f.
speed, celeritās, -ātis, f.
splendid, magnificus, -a, -um.
spot, maculō, 1.
spring, vēr, vēris, n.
spring (of water), fōns, fontis, m.
stable, stabulum; -ī, n.
star, stella, -ae, f.
state, civitās, -ātis, f.
statue, statua, -ae, f.
stay, remaneō, -ēre, -mānsī, -mānsus.
story, fābula, -ae, f.
street, via, -ae, f; vicus, -ī, m.
strength, vis, vis, f. (pl. virēs).
strike, iaculor, -ārī, -ātus; feriō, 4.
study, studium, -ī, n.
study, discō, -ere, didicī.
succeed, succēdō, -ere, -cessī, -cessus.

suitable, adj., idōneus, -a, -um.
summer, aestās, -ātis, f.
sun, sōl, sōlis, m.; *sundown*,
 occāsūs solis.
supply, cōpia, -ae, f.
swamp, palūs, -ūdis, f.
sweet, adj., dulcis, -e.
swim, nātō, 1.

T

table, mēnsa, -ae, f.
tablet, tabula, -ae, f.
take along, dūcō, 3; trahō, -ere,
 trāxī, tractus.
talk, loquor, -ī, locūtus, dico; 3.
task, pēnsus, -ī, n.
teacher, magister, -trī, m; magis-
 tra, -ae, f.
teach, instruō, 3; doceō, 2.
tell, narrō, 1; dicō, 3.
temple, templum, -ī, n.
tender, adj., tener, -era, -erum.
territory, finēs, -ium, m, pl.
than (implying dif. of degree),
 quam.
thank, grātiās agō (I give thanks).
that, conj., ut.
that, ille; is; iste = is.
that of yours, iste.
the, article, not expressed.
their, gen. of is, ea, id; if reflex.,
 suus.
themselves (of), suī.
then, adv., tum; deinde.
there, adv., ibi, illic.
therefore, conj., igitur; itaque; ergo.
thing, rēs, rei, f.
think, putō, 1.
thirty, card. num., trigintā.
this, demonst., hic, haec, hōc.
this morning, hodiē mān e.
this side of, prep., cis, citrā (w.
 acc.).
those, plur. of that.
thousand, card. num., mille; pl.
 milia, -ium.
three times, num. adv., ter.
through, prep., per (w. acc.).
throw, iaciō, 3.
timber, materia, -ae, f.
time, tempus, -oris, n.
tired, adj., defessus, -a, -um.

to, prep., ad. (w. acc.).
to-day, adv., hodiē.
toil, labor, -ōris, m.
tomorrow, adv., crās.
tomorrow morning, crās māne.
too, adv., quoque; etiam.
to the same place, adv., eōdem.
town, oppidum, -ī, n.
tree, arbor, -oris, f.
tribune, tribūnus, -ī, m.
troops, cōpia, -arum, f., pl.
trumpet, tuba, -ae, f.
trust, fidō, -ere, fīsus; cōnfidō,
 -ere, fīsus.
truth, vērum, -ī, n; vēritas, -ātis, f.
try, conor, -ārī, -ātus; temptō, 1.
twelve, card. num., duodecim.
twenty, card. num., viginti.
twin, adj., geminus, -a, -um.
two, card. num., duo, duae, duo.
two hundred, card. num., ducentī,
 -ae, -a.

U

umpire, arbiter, -trī, m.
understand, intellegō, 3.
unfriendly, adj., inimicus, -a, -um.
ungrateful, adj., ingrātus, -a, -um.
unite, coniungō, -ere, -iūnxi,
 -iūnctus.
united, adj., foederātus, -a, -um.
unless, conj., nisi.
untruthful, adj., mendāx, -ācis.
upon, prep., in (w. abl. or acc.).
urge, hortor, ārī, -ātus.
useful, adj., ūtilis, -e.

V

very often, adv. sup., saepisimē.
victor, victor, -ōris, m.
victory, victōria, -ae, f.
villa, villa, -ae, f.
virtue, virtūs, -ūtis, f.
visit, visitō, 1; vīsō, -ere, visī,
 visus.
voice, vōx, vōcis, f.

W

wagon, carrus, -ī, m.
wait-for, exspectō, 1.
wall, moenia, -um, n. pl.
want, dēsiderō, 1.
war, bellum, -ī, n.

warn, moneō, 2.
wash, abluō, -ere, -luī, -lūtus.
water, aqua, -ae, f.
wave, unda, -ae, f.
we, us, nōs.
weapon, tēlum, -ī, n.
well, puteus, -ī, m.
wet, adj., humidus, -a, -um.
what, interrog. pron., see *who*.
wheat, triticum, -ī, n.
when, adv. interrog., quandō; adv.
 conj., cum.
where, adv. interrog., ubi.
whether, utrum.
which, rpl. pron., see *who*.
while, interrog. conj., dum.
white, adj., albus, -a, -um.
who, interrog. pron., quis, quae,
 quid; rel. pron., quī, quae, quod.
whoever, rel. pron., quicumque.
whole, adj., tōtus, -a, -um.
whose, see *who*.
why, interrog., cur.
wicked, adj., improbus, -a, -um;
 malus, -a, -um.
wide, lātus, -a, -um.
widow, vidua, -ae, f.
wind, ventus, -ī, m.
window, fenestra, -ae, f.
win from, superō, 1.
wing, ala, -ae, f.
winter, hiems, hiemis, f.
wish, optō, 1; dēsiderō, 1; volō,
 velle, volūi.
with, prep., cum (w. abl.).
without, prep., sine (w. abl.).
wolf, lupus, -ī, m.
woman, fēmina, -ae, f.
woods, silva, -ae, f.
word, verbum, -ī, n.; vōx, vōcis, f.
work, labōrō, 1.
work, opus, -eris, n.; labor, ōris, m.
worst, adj. sup., pessimus, -a, -um.
wound, vulnus, -eris, n.
write, scribō, 3.

Y

year, annus, -ī, m.
yesterday, herī, adv.
you, pers. pron., tū, vōs.
young man, adulēscēns, -entis, m.
your, yours, poss. adj., tuus, vester.

Lauriger Horatius

Anonymous

Folk Melody

1. Lau - ri - ger Ho - ra - ti - us, Quam dix - i - sti ve - rum:
2. Cres - cit u - va mol - li - ter Et pu - el - la cres - cit,

Fu - git Eu - ro ci - ti - us Tem - pus e - dax re - rum.
Sed po - e - ta tur - pi - ter Si - ti - ens ca - nes - cit.

U - bi sunt o po - cu - la Dul - ci - o - ra mel - le,
Quid iu - vat ae - ter - ni - tas No - mi - nis, a - ma - re

Rix - ae, pax, et os - cu - la Ru - ben - tis pu - el - lae?
Ni - si ter - rae fi - li - as Li - cet et po - ta - re?

1 Lauriger Horatius
Quam dixisti verum:
Fugit Euro citius
Tempus edax rerum.
Ubi sunt o pocula
Dulciora melle,
Rixae, pax, et oscula
Rubentis puellae?

2 Crescit uva molliter
Et puella crescit,
Sed poeta turpiter
Sitiens canescit.
Quid iuvat aeternitas
Nominis, amare
Nisi terrae filias
Licet et potare?

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Gaudeamus Igitur

(FOR MIXED VOICES)

Anonymous, c. 1710
Old German Melody

Har. by Calvin S. Brown

1. Gau - de - a - mus i - gi - tur, Iu - ve - nes dum su - mus;
2. U - bi sunt, qui an - te nos In - mun - do fu - e - re?
3. Vi - ta nos - tra bre - vis est, Bre - vi fi - ni - e - tur;
4. Vi - vat a - ca - de - mi - a, Vi - vant pro - fes - so - res,

Post iu - cun - dam iu - ven - tu - tem, Post mo - les - tam se - nec - tu - tem
Va - di - te ad su - pe - ros, Tran - si - te ad in - fe - ros,
Ve - nit mors ve - lo - ci - ter, Ra - pit nos a - tro - ci - ter;
Vi - vat mem - brum quod - li - bet, Vi - vant mem - bra quae - li - bet;

Nos ha - be - bit hu - mus, Nos ha - be - bit hu - mus.
U - bi iam fu - e - re, U - bi iam fu - e - re.
Ne - mi - ni par - ce - tur, Ne - mi - ni par - ce - tur.
Sem - per sint in flo - re, Sem - per sint in flo - re.

5 Vivat et respublica
Et qui illam regit,
Vivat nostra civitas,
Maecenatum caritas,
Quae nos hic protegit.

6 Vivant omnes virgines,
Faciles, formosae,
Vivant et mulieres,
Tenerae, amabiles,
Bonae, laboriosae.

7 Pereat tristitia,
Pereant osores,
Pereat diabolus
Quivis antiburschius,
Atque irrisores.

NOTE: The title, *De Brevitate Vitae*, is sometimes used. The second and third stanzas of this student song were known as early as 1567 as a religious song; the other stanzas appear to be much later. Instead of the line, *Ubi iam fuerit*, in the second stanza, *Quos si vis videre* or *Hoc si vis videre* is sometimes substituted.

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Integer Vitae

AD ARISTIUM FUSCUM

HORATIUS, B.C. 65-8

Lib. I, Car. 22 (Metrum Sapphicum)

Fr. F. FLEMING, c. 1811

1. In - te - ger vi - tae sce - le - ris - que pu - rus
 2. Si - ve per Syr - tis i - ter - ae - stu - o - sas,
 3. Nam - que me sil - va lu - pus in Sa - bi - na,
 4. Qua - le por - ten - tum ne - que mi - li - ta - ris

Non e - get Mau - ris ia - cu - lis ne - que ar - cu
 Si - ve fac - tu - rus per in - ho - spi - ta - lem
 Dum me - am can - to La - la - gen et ul - tra
 Dau - ni - as la - tis a - lit aes - cu - le - tis,

Nec ve - ne - na - tis gra - vi - da sa - git - tis,
 Cau - ca - sum vel quae lo - ca - fa - bu - lo - sus
 Ter - mi - num cu - ris va - gor ex - pe - di - tis,
 Nec Iu - bae tel - lus ge - ne - rat, le - o - num

Fus - ce, pha - re - tra,
 Lam - bit Hy - da - spes.
 Fu - git in - er - mem.
 A - ri - da nu - trix.

- 5 Pone me pigris ubi nulla campis
 Arbor aestiva recreatur aura,
 Quod latus mundi nebulae malusque
 Iuppiter urget;
- 6 Pone sub curru nimium propinqui
 Solis, in terra domibus negata;
 Dulce ridentem Lalagen amabo,
 Dulce loquentem.


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Dulce Domum

Anonymus, c. 1690

JOHN KEADING, c. 1690

Har. by V. NOVELLO

Andante


1. Con - ci - na - mus, o so - da - les! E - ia! quid si - le - mus?
 2. Ap - pro - pin - quat, ec - ce! fe - lix Ho - ra gau - di - o - rum:
 3. Mu - sa, li - bro - mit - te, fes - sa, Mit - te pen - sa du - ra,
 4. Ri - det an - nus, pra - ta ri - dent; Nos - que ri - de - a - mus;



No - bi - le can - ti - cum, Dul - ce me - los, do - mum, Dul - ce do - mum re - so - nemus.
 Post gra - ve tae - di - um Ad - ve - nit om - nium Me - ta pe - ti - ta la - borum.
 Mit - te ne - go - ti - um; Iam da - tur o - tium; Me me - a mit - tito cura.
 Iam re - pe - tit domum Dau - li - as ad - ve - na, Nos - que do - mum re - pe - tamus.

CHORUS



Do - mum, do - mum, dul - ce do - mum, Do - mum, do - mum, dul - ce do - mum,



Dul - ce, dul - ce, dul - ce do - mum, Du - ce do - mum re - so - nemus.

5 Heus! Rogere! fer caballos;
 Eia! nunc camus;
 Limen amabile
 Matris et oscula
 Suaviter et repetamus.

6 Concinamus ad Penates;
 Vox et audiator;
 Phosphore! quid iubar
 Segnius emicans
 Gaudia nostra moratur?

NOTE: The holiday song of the Winchester school. The author, probably a school boy, makes *domum* a neuter noun.

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INDEX

- Ablative, absolute, 163; accompaniment, 117; agent, 100; cause, 70; manner, 72; means and instrument, 70; separation, 108; specification, 205; time when, 113; with utor, 177.**
accent, 23.
accompaniment, 117.
accusative, direct object, 18; time, 113; place to which, 26; subject of infinitive, 173, 226, 229; with prepositions, 142, 144.
adjectives, agreement, 28; comparison, 146; dative with, 76; declension, 44, 70; in -ius, 140; possessive, 139.
adverbs, 180; comparison, 184; formation, 183.
Aeneas, 238, 240.
agent, ablative, 100.
ager, 41.
agreement, adjective, 28; verb, 18; relative, 131.
agricola, 13.
alphabet, 8.
amicus, 37.
Ancus Marcius, 250.
Angles, the, 286.
appositives, 38.
aqueducts, 166.
arches, 136.
asking, clauses after, 227.
audio, conjugation, 292-295.
Augustus, 277-280.
- base, 11**
baths, public, 203.
Benjamin Franklin, story of, 212.
bonus, 44.
boys, names of, 49, 52.
bridges, 111.
British noble, 290
- Caesar, 270, 276.**
capio, 127
caput, 62.
cardinals, 153.
- case, 10.**
catacombs, 182.
cause, ablative, 70.
causal clauses, 219.
Cicero, 268.
city walls, 127.
clauses, after asking, 227; causal, 219; conditional, 223; concessive, 222, consecutive, 221; descriptive, 233; infinitive, 229; purpose, 220; result, 221; substantive, 225; temporal, 215.
clauses, kinds of, 211.
Coliseum, 145.
comparatives, declension of, 151.
comparison, adjectives, 146; adverbs, 184.
commands, 200.
complementary infinitive, 171.
compounds, dative with, 190.
complex sentences, 211.
concession, 222.
conditional clauses, 223.
conjugations, 93; third, 108, 123; fourth, 115.
conjunctions, coordinates, 193; subordinates, 195.
consecutive clauses, 221.
consul, 59.
Coriolanus, 260.
cornu, 79.
corpus, 62.
cursus honorum, 224.
- dates, 37.**
dative, with adjectives, 76; with compounds, 190; indirect object, 26.
declension, first, 12; second, 35; third, 59; fourth, 79; fifth, 81.
declensions, review of, 83-84.
defective nouns, 86.
demonstratives, 133.
deponents, 175.
descriptive clauses, 233.
dies, 82.
direct object, 18.
discourse, indirect, 229-231.

- distributives, 156.
 duo, 155.
 double questions, 186.
- early settlement, 16-20.
 ego, 126.
 eo, 312.
- Fabricius, 262.
 fero, 304.
 fio, 302.
 first declension, 12.
 formation of adverbs, 185.
 Forum, Roman, 45, 47; today, 92.
 founding of Rome, 244, 245.
 fourth conjugation, 115.
 fourth declension, 79.
 four conjugations, review of, 119, 121.
- gender, 27; general rules, 85; special rules, 86.
 genitive, limiting, 39; possessive, 39.
 geography, 14.
 Gracchi, 257.
 gerund, 197.
 government, 221.
- Hannibal, 264.
 Hey, diddle diddle, 96.
 hic, 135.
 historical tenses, 91, 214.
 history, Roman, 238, 240.
 homo, 59.
 Horace, 274.
 Horatius Cocles, 256, 258.
 hortatory subjunctive, 206.
 hortus, 35.
 hortor, 296, 298.
 hostis, 66.
 Humpty Dumpty, 57.
- idem, 133.
 ille, 135.
 imperative, 198.
 indefinite pronouns, 138.
 indirect discourse, 229, 231.
 indirect object, 26.
 indirect questions, 226.
 indirect statements, 172.
 indeclinable nouns, 86.
 infinitives, 168.
 infinitive clauses, 229.
- infinitive, complementary, 171.
 inflexion, 10.
 introductory, 5.
 interrogative pronouns, 137.
 irregular verbs, 188.
 is, 133.
 Italy, peoples of, 37.
- lacus, 79.
 laudo, 292, 295.
 letters, sounds of, 8.
 limiting genitive, 39.
 locative, 13, 36.
 loquor, 296, 298.
 Lord's prayer, 139.
- manner, 72.
 manus, 79.
 mare, 66.
 Marius, 263.
 means and instrument, 70.
 miles, 61.
 minor clauses, 213.
 Mistress Mary, 65.
 Mithradates, 287.
 mood, or mode, 88.
 moneo, 292.
- names, boys, 79; Roman, 51; women, 52.
 nolo, 300.
 nouns, defective, 86; indeclinable, 86.
 Numa Pompilius, 247.
 number, 10.
 numerals, 153.
- object, direct, 18; indirect, 26.
 omnis, 72.
 order of words, 64.
 ordinals, 153.
- participial system, 95.
 participles, 159; passive, 161.
 particles, 180.
 Pantheon, 150.
 parts of speech, 10.
 peoples of Italy, 31.
 periphrastic conjugations, 179, 180.
 perfect active system, 92.
 personal endings, 97.
 personal pronouns, 126.
 place, from which, 26; where, 26; to which, 26.

- plus, 152.
 Pope Gregory's pun, 286.
 possessives, 129, 139.
 possessive genitive, 39.
 possum, 299.
 principal tenses, 90, 214.
 principal parts, 93.
 predicate nominative, 16.
 prepositions, 141, 142, 144.
 present system, 93.
 pronouns, indefinite, 138; interrogative, 137; personal, 136; relative, 131; reflexive, 128.
 prosum, 299.
 prudens, 74.
 public baths, 203.
 public roads, 192.
 puer, 41.
 purpose clauses, 220.

 quantity, 23, 24.
 questions, 185; double, 186; indirect, 226.
 qui, 131; quis, 138.

 reflexives, 128.
 rego, 292, 295.
 Regulus, 266.
 relative pronouns, 131; agreement of, 131.
 religion, 239.
 res, 82.
 result clauses, 221.
 review declensions, 83-84; four conjugations, 199-121.
 river Tiber, 98.
 roads, public, 192.
 Roman power crumbling, 288-289.
 Roman forum, 45, 47.
 Rome, founding of, 244, 245.
 Roman gods, 241.
 Roman history, 228-240.
 Roman names, 51.
 rostra, 55.

 Scipio's dream, 283, 285.
 second declension, 35.
 semi-deponents, 177.
 sentences, 210.
 separation, 108.
 sequence of tenses, 213.
 Servius Tullus, 252.
 settlement, early, 16, 20.

 silva, 12.
 specification, 205.
 statements, indirect, 172.
 stem, 11.
 subject, 15.
 subjunctive, 201; hortatory, 206; optative, 206, 208.
 subordinate conjunctions, 195.
 substantive clauses, 225.
 Sulla, 263.
 sui, 129.
 sum, 298; compounds of, 189.

 Tarquinius Superbus, 253, 225.
 teachers, a word to, 1.
 temples, 248.
 templum, 39.
 temporal clauses, 215.
 ten commandments, 280, 282.
 tenses, 88; historical, 91, 214; principal, 91, 214.
 tense signs, 97.
 third conjugation, 108, 123.
 third declension, 59.
 Tiber river, 98.
 time, how long, 113; when, 113.
 Tom, Tom, the piper's son, 101.
 totus, 140.
 Tullus Hostilius, 249.

 unus, 155.
 utor, 177.

 verbs, 88; agreement of, 18; irregular, 188.
 vereor, 296, 298.
 Vesta, temple of, 73.
 vestal virgins, 80.
 vir, 41.
 Virgil, (Vergil), 273.
 vis, 66.
 vocabularies, Latin-English, English-Latin, 307, 338.
 vocative, 36.
 voice, 88.
 volo, 300.

 walls, city, 127.
 women, names of, 52.
 words, order of, 64.



